

Amplify.

GRADE 4 Core Knowledge Language Arts®



Unit 2 The Middle Ages

Teacher Guide





Unit 2

The Middle Ages

Teacher Guide

GRADE 4

Core Knowledge Language Arts®



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ISBN: 978-1-61700-128-4

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- Glossary for *Knights, Castles, and Chivalry*
- Informative Paragraph Rubric
- Persuasive Paragraph Rubric
- Editing Checklist
- Medieval Musings Answer Key
- Resources for the Enrichment Selections in *Knights, Castles, and Chivalry*
- Activity Book Answer Key

Introduction

Unit 2: The Middle Ages

This introduction includes the necessary background information to teach *The Middle Ages* unit. This unit contains 15 daily lessons, plus four Pausing Point days that may be used for differentiated instruction. Lessons and activities address various aspects of a comprehensive language arts curriculum aligned to the Common Core State Standards-English Language Arts (CCSS-ELA): reading, writing, spelling, grammar, and morphology. A chart indicating which lessons in the Middle Ages unit address content from the Core Knowledge Sequence (Core Content Objectives) and Common Core State Standards (CCSS) is located on the primary web page for Unit 2: <https://www.coreknowledge.org/free-resource/ckla-unit-2-middle-ages/>.

As noted, four days are intended to be used as Pausing Point days. You may choose to use all four days at the end of the unit, or you may use one day immediately after Lesson 6 and three days at the end of the unit. If you use one Pausing Point day after Lesson 6, you may administer Activity Page PP.1 to assess students' understanding of the content at this midpoint, or you may use the day to focus on writing, spelling, grammar, or morphology skills covered in Lessons 1–6. It is recommended that you spend no more than 19 days total on this unit.

Why *The Middle Ages* Unit Is Important

The Big Idea of this unit is that the period known as the Middle Ages was an important time in the history of Europe. Many of the developments that occurred during that time still influence Western society today. This unit orients students to historical events and developments following the fall of the Roman Empire, such as the rise in power of the Christian Church, the development of the feudal system, the Norman Conquest, the growth of towns and the subsequent weakening of feudal ties, the creation of modern legal concepts, and the Black Death. The content in this unit will serve as the basis for studying Islam. It also serves as a basis for units in later grades about the Renaissance and the Reformation.

Core Content Objectives Addressed in Core Knowledge Language Arts During Previous Grades

Students who have received Core Knowledge Language Arts (CKLA) instruction in Grades K–3 will already have pertinent background knowledge for this unit. Units in which students have been taught this relevant background knowledge are:

- Early World Civilizations (Grade 1)
 - Identify Judaism, Christianity, and Islam as monotheistic world religions
 - Define monotheism as the belief in one God

Note

To prepare for this unit, read this entire introduction, preview the unit and content assessments, and preview the Teacher Resources section of this Teacher Guide. You may wish to collect assessment Activity Pages 15.2, PP.1, and PP.2 from students before beginning the unit.

- Explain that followers of Christianity are called Christians
- Recognize the cross as a symbol of Christianity
- Identify the Bible as the Christian holy book
- Identify that a Christian house of worship is called a church
- Identify that Christians believe Jesus to be the Messiah and the son of God
- The Ancient Greek Civilization (*Grade 2*)
- The Ancient Roman Civilization (*Grade 3*)
 - Explain why ancient Rome was considered a civilization
 - Locate Rome on a map and identify it as the capital of present-day Italy and the approximate area where the ancient Roman civilization began
 - Define the terms BC/BCE and AD/CE
 - Describe the evolution of government in ancient Rome: monarchy to republic to empire
 - Identify a few factors that led to the decline of the Roman Empire
 - Describe the development of Christianity during the Roman Empire, including the persecution of Christians
 - Identify Latin as the language of ancient Rome and the origin of the Romance languages
- The Viking Age (*Grade 3*)

Overview

The following is an overview of the unit schedule. The Teacher Guide uses the following color coding: purple for reading lessons; red for grammar, morphology, and spelling lessons; and green for writing lessons.

| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|---|--|---|--|--|
| Core Connections 45 min. Review Prior Knowledge | Reading 45 min. Whole Group: Chapter 2 “To the Manor Born” Word Work: <i>Rival</i> | Reading 45 min. Close Reading: Chapter 2 “To the Manor Born” Word Work: <i>Loyal</i> | Reading 45 min. Small Group: Chapter 3 “Gloomy Castles and Jousting Knights” Word Work: <i>Influentia</i> | Reading 45 min. Partner: Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages” Word Work: <i>Fuel</i> |
| Reading 45 min. Read-Aloud: Chapter 1 “Welcome to the Middle Ages” Word Work: <i>Transform</i> | Grammar 15 min. Introduce Nouns and Adjectives Morphology 15 min. Introduce Prefixes <i>un-</i> and <i>non-</i> Writing 15 min. Take Notes Using a Graphic Organizer | Writing 45 min. Draft an Informative Paragraph | Grammar 15 min. Practice Nouns and Adjectives Morphology 15 min. Practice Prefixes <i>un-</i> and <i>non-</i> Writing 15 min. Take Notes Using a Graphic Organizer | Writing 45 min. Draft an Informative Paragraph |

| Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
|---|---|---|--|---|
| Reading 45 min. Read-Aloud: Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages” Word Work: <i>Emerge</i> | Reading 45 min. Whole Group: Chapter 5 “The Power of the Church” Word Work: <i>Devote</i> | Reading 45 min. Close Reading: Chapter 5 “The Power of the Church” Word Work: <i>Destined</i> | Reading 45 min. Whole Group: Chapter 6 “1066: The Battle that Changed History” Word Work: <i>Determination</i> | Spelling 15 min. Assessment |
| Grammar 15 min. Introduce Verbs and Adverbs | Writing 45 min. Take Notes Using a Graphic Organizer | Writing 45 min. Take Notes Using a Graphic Organizer | Grammar 15 min. Use Adjectives and Adverbs Correctly | Reading 45 min. Partner: Chapter 6 “1066: The Battle that Changed History” Word Work: <i>Pursue</i> |
| Morphology 15 min. Introduce Prefix <i>en-</i> | | | Morphology 15 min. Practice Prefix <i>en-</i> | Writing 30 min. State an Opinion |
| Spelling 15 min. Introduce Spelling Words | | | Spelling 15 min. Practice Spelling Words | |

| Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 |
|--|--|--|---|---------------------------------------|
| Reading 45 min. Whole Group: Chapter 7 “Henry II and Law and Order” Word Work: <i>Restore</i> | Reading 45 min. Close Reading: Chapter 7 “Henry II and Law and Order” Word Work: <i>Acquire</i> | Reading 45 min. Read-Aloud: Chapter 8 “The Wayward King: King John and Magna Carta” Word Work: <i>Inevitable</i> | Reading 45 min. Small Group: Chapter 9 “A Changing World” Word Work: <i>Indeed</i> | Spelling 15 min. Assessment |
| Grammar 15 min. Introduce Subject and Predicate | Writing 45 min. Support an Opinion | Writing 45 min. Draft a Persuasive Paragraph | Grammar 15 min. Practice Parts of Speech, Subject and Predicate | Unit Assessment 75 min. |
| Morphology 15 min. Introduce Root <i>arch</i> | | | Morphology 15 min. Practice Root <i>arch</i> | |
| Spelling 15 min. Introduce Spelling Words | | | Spelling 15 min. Practice Spelling Words | |

| Pausing Point Day 1 | Pausing Point Day 2 | Pausing Point Day 3 | Pausing Point Day 4 |
|--|--------------------------------|--------------------------------|--------------------------------|
| Content Assessment/ Pausing Point 90 min | Pausing Point 90 min | Pausing Point 90 min | Pausing Point 90 min |

Core Connections

During the Core Connections lesson, students will review information about the Roman Empire from *The Ancient Roman Civilization* domain in Grade 3, with an emphasis on establishing the geographic and temporal focus of this unit. For example, students will use a map of Europe, the Mediterranean Sea, and North Africa to locate the geographical focus of this unit. In addition, students will label the countries of Spain, France, England, Germany, and Italy, and review how those countries relate to the Roman Empire.

Students will use a timeline to review the concepts of BCE and CE and situate several key events on the timeline. They will learn that the Middle Ages occurred roughly between the time periods that some historians categorize as ancient history and modern history.

Reading

Reader

The Reader for this unit, *Knights, Castles, and Chivalry*, includes complex text and prepares students in Grade 4 for the increased vocabulary and syntax demands aligned texts will present in later grades. *Knights, Castles, and Chivalry* focuses on Western Europe in the historical period called the Middle Ages. Students will read about the feudal system, including the importance of serfs and lords in that system; castles and knights; how the emergence of towns and a permanent middle class impacted the feudal system; the power of the Christian Church; William the Conqueror and the Battle of Hastings; legal reform under King Henry II; King John and Magna Carta; and the lasting legacy of developments of the Middle Ages.

The Reader in this unit contains two recurring devices: Medieval Musings and Letter Quests. The Medieval Musings provide an opportunity for student research about the Middle Ages, either independently or in small groups. If students complete any activity in this unit before the allotted time, they should be encouraged to use that additional time to research the Medieval Musings questions. Have students use both books and Internet resources to research the answers to these questions. You may choose to provide a bulletin board or other classroom location for students to collect their answers to these questions. At the end of each week, you may wish to reveal the correct answers to the Medieval Musings in the chapters read that week. Answers to the Medieval Musings can be found in the Teacher Resources section of this Teacher Guide.

The Letter Quests contained in Chapters 2–9 of the Reader provide another opportunity for students to independently explore an aspect of life in the Middle Ages: stained-glass windows. Students will learn that stained-glass windows adorned medieval churches and portrayed Christian beliefs and stories from the Bible. Students will search eight stained-glass windows in the Reader for hidden letters, record the letters on an activity page, and then rearrange the letters to spell the word *medieval*. Encourage students to complete the Letter Quests as time permits.

The Reader also includes two selections that may be used for enrichment. Although the Teacher Guide does not include lessons for these enrichment selections, the Activity Book includes activity pages students may complete independently. Please use these selections at your discretion, considering students' needs and the time available in your school day.

Writing

In the writing lessons, students will review the stages of the writing process and engage in an extended writing project. In this unit, students will use a graphic organizer to take notes on information presented in the Reader; paraphrase information from a text; assess information to form an opinion; and draft a persuasive paragraph.

Grammar

In this unit, grammar lessons will review parts of speech taught in earlier grade levels, specifically nouns, adjectives, verbs, and adverbs. Students will make connections between adjectives and the nouns they describe, adverbs and the verbs they modify, and the way in which subjects and predicates are combined to form complete sentences. With regard to verbs, students will learn the difference between action verbs and verbs that do not convey action (such as linking verbs, auxiliary verbs, and modal auxiliaries). Linking verbs (sometimes called copular verbs) are verbs like *be* that do not indicate action but serve to link the subject and predicate in sentences, such as *feel*, *look*, *smell*, *sound*, *taste*, *appear*, *seem*, and *become* (e.g., It *smells* sweet.). Auxiliary verbs (sometimes called helping verbs) are verbs linked to main verbs that provide information about tense, person, or mood. Examples include *is*, *was*, *were*, and *will* (e.g., He *was* reading.). Modal auxiliaries are words used with verbs to indicate such things as ability, likelihood, and permission. Examples include *can*, *could*, *had better*, *may*, *must*, *ought to*, *shall*, *should*, *will*, and *would* (e.g., You *can* read this book.).

Spelling

During this unit's spelling lessons, students will practice spelling words related to the content of the Reader and words related to the morphology features taught. Each set of spelling words will consist of between 10 and 15 words. Although the words do not follow specific spelling patterns, you may detect certain gaps or misunderstandings in students' knowledge of the CKLA code through careful analysis of their spelling errors.

Morphology

In this unit, students will learn the common prefixes *un-*, *non-*, and *en-*. Students will discuss how adding prefixes changes the meaning of root words and may change the part of speech. Students will also learn about the Greek root *arch*. Oral and written activities present opportunities to apply morphology skills.

Note

Student results on the grammar section of the Beginning-of-Year Assessment will provide insight as to whether you will need to supplement the Grade 4 grammar lessons with additional practice.

Assessment

Each unit includes a variety of assessment tools, including formal and informal assessments, formative and summative assessments, and progress-monitoring assessments targeting specific skills. Each unit concludes with a multipart unit assessment that assesses content knowledge (informational units only), reading comprehension, grammar, morphology, and fluency (optional). Assessment of the content knowledge students acquired by reading *Knights, Castles, and Chivalry* is administered after Lesson 6 (optional) and as part of the Pausing Point days.

The grammar and morphology portions of the unit assessment address grammar and morphology skills taught throughout the unit. Specifically, the grammar portion of the unit assessment for *The Middle Ages* addresses nouns and adjectives; verbs and adverbs; and forming complete sentences (with a subject and predicate) and the morphology portion addresses the root *arch* and the prefixes *un-*, *non-*, and *en-*.

Teacher Resources

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” This section contains materials needed for instruction of this unit. Additional teacher resources for the entire year can be found in the Yearlong Teacher Resources on the Grade Four Ancillary Materials page on the website:

<https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fourth-grade/>.

Digital Components

In the Advance Preparation section of each lesson, you will be instructed to create various posters, charts, or graphic organizers for use during the lesson. Many of these items, along with other images such as maps or diagrams, are also available in the Individual Resource, Digital Components, which you will find on the primary web page for Unit 2: <https://www.coreknowledge.org/free-resource/ckla-unit-2-middle-ages/>.

Recommended Resources

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. If you are able to do so, you may recommend students select books from the Recommended Resources. In addition, if you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this list to reinforce the concepts covered in this unit.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families. The expanded Recommended Resources list, including online resources, can be found online on the primary web page for Unit 2:

<https://www.coreknowledge.org/free-resource/ckla-unit-2-middle-ages/>.

Lesson 1

Unit 2: The Middle Ages

CORE CONTENT OBJECTIVES

Students will:

- ✓ Identify the Middle Ages as the approximately 1,000-year time period in Europe between ancient and modern times
- ✓ Explain that invasions by Germanic tribes contributed to the decline of the Roman Empire
- ✓ Describe the Middle Ages as a time that had both negative aspects, such as conflict and hardship, as well as positive aspects, such as creation and innovation

| LESSON AT A GLANCE | TIME | MATERIALS |
|--|---------|--|
| Core Connections | | |
| Review Prior Knowledge | 45 min. | map of Europe; Activity Page 1.1; Unit 2 timeline; five timeline cards |
| Reading | | |
| Read-Aloud: Chapter 1 “Welcome to the Middle Ages” | 40 min. | <i>Knights, Castles, and Chivalry</i> ; Unit 2 timeline; Activity Pages 1.2, 1.3 |
| Word Work: <i>Transform</i> | 5 min. | |
| Take-Home Material | | |
| Reading | * | Activity Pages 1.4, 1.5; <i>Fluency Supplement</i> Selection (optional) |

Primary Focus of Lessons

Core Connections: By the end of this lesson, students will be able to explain background information relevant to a study of the Middle Ages.

Reading: By the end of this lesson, students will be able to describe some of the events that led to the Middle Ages.

ACADEMIC VOCABULARY

Academic vocabulary words support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in directions, assessments, spelling lists, activity pages, and discussion questions, among other places.

These words are underlined in lessons wherever they are included. You may wish to define these words and use them intentionally throughout the unit so students hear them used in multiple ways; it is not necessary to teach the words ahead of time.

Following the word list is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

1. **brief**, *adj.* short

2. **category**, *n.* a group of things that have similar characteristics

3. **consequence**, *n.* a result of something that happens

4. **explanatory**, *adj.* helps explain or make clearer

5. **fact**, *n.* something that is true

6. **highlight**, *v.* to focus on and draw attention to something

7. **indicate**, *v.* to point out something

8. **informational book or text**, *n.* a document providing facts about a topic

9. **informative**, *adj.* providing information and facts about a topic; useful or helpful

10. **link**, *v.* to connect two or more things or ideas

11. **negative**, *adj.* harmful or bad qualities

12. **positive**, *adj.* useful or good qualities

13. **quotation**, *n.* a direct excerpt from a text
Support Remind students about the use of quotation marks.

14. **reflect**, *v.* to think carefully about something

15. **relevant**, *adj.* relating to a subject in an appropriate way

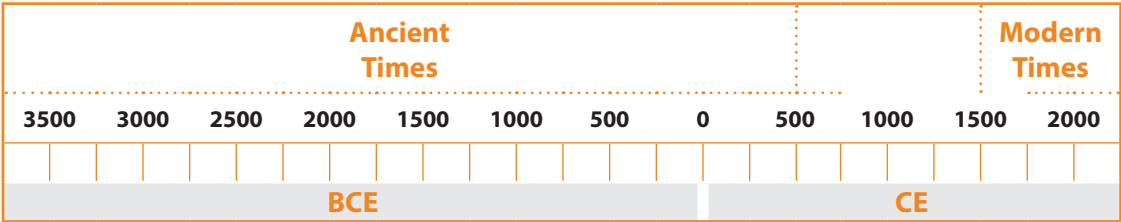
16. **specific**, *adj.* clearly and exactly stated or presented

| Spanish Cognates for Academic Vocabulary in <i>The Middle Ages</i> | |
|--|-------------|
| breve | informativo |
| categoría | negativo |
| consecuencia | positivo |
| explicativo | reflejar |
| indicar | específico |

ADVANCE PREPARATION

Core Connections

- Display a map of Europe on the wall. Alternatively, you can access a digital version in the digital components for this unit.
- Locate the following four timeline cards in the Teacher Resources section of the Teacher Guide.
 - Egypt—approximately 3100 BCE
 - Greece—approximately 1000 BCE
 - Rome—approximately 750 BCE
 - First Thanksgiving—1621 CE
- Create a fifth timeline card labeled “Current Year,” and add an image of an item students will recognize as depicting the current year, such as a photograph of the class or your classroom.
 - Current Year—(attach recent image/photograph and write current year) CE
- Draw the Unit 2 timeline on the board/chart paper, allowing sufficient space to place the five cards. Place this timeline where it can be displayed for the duration of the unit.



You may be more familiar with the terms *BC* and *AD* when discussing ancient and modern times. This system of dating links time to events related to Christianity. *BC* means “Before Christ,” and is used to reference events before the birth of Christ. *AD* means “Anno Domini,” or “in the year of our Lord,” and is used for dates after the birth of Jesus.

Modern historians and archaeologists, however, now more frequently use the terms *BCE*, “before the Common Era,” and *CE*, “of the Common Era,” to provide reference points that are not linked solely to Christianity. These are the terms that are used throughout CKLA to distinguish between ancient and modern time.

BCE is the same as *BC*, and *CE* is the same as *AD*.

Materials

- map of Europe
- Activity Page 1.1
- Unit 2 timeline
- five timeline cards

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you can access a digital version of this and The Big Question in the digital components for this unit.

Read this chapter to learn about the time period in history called the Middle Ages and to be able to identify the events that led to the Middle Ages.

Fluency (optional)

- Choose and make sufficient copies of a text selection from the online *Fluency Supplement* to distribute and review with students for additional fluency practice. If you choose to use this fluency practice, you will assess students in Lesson 5. See the introduction of the Unit 1 Teacher Guide, for more information on using the *Fluency Supplement*.

CORE CONNECTIONS

45 minutes

Review Prior Knowledge

- Tell students they will begin a unit called *The Middle Ages*, and the Reader for this unit is called *Knights, Castles, and Chivalry*. Explain that before reading the first chapter of the Reader, you are going to talk about some things they may have learned before that will help them understand what they will learn in this unit.
- Ask students what the term *ancient* means.
 - existing a very long time ago
- Remind students who participated in CKLA in previous grades that they have learned about several civilizations from ancient times. They learned about ancient Mesopotamia, ancient Egypt, ancient Greece, and ancient Rome, among others.
- Explain that the events leading to the Middle Ages began with the Roman Empire. Remind students who participated in CKLA in Grade 3 that they learned about the Roman Empire in *The Ancient Roman Civilization* domain. Instruct students who did not receive Grade 3 CKLA instruction to pay particular attention to this preview so they will have the background knowledge they need to understand the first chapter.
- Explain that an empire is a group of nations or territories controlled by the same leader. The leader is usually called an emperor (if the leader is a man) or an empress (if the leader is a woman).
- Explain that an emperor is somewhat like a king, but he may be even more powerful than a king. Explain that a king rules a kingdom, but an empire may contain many different kingdoms, each with its own king. All the kings must obey the emperor who rules over the entire empire.

- Tell students that the Roman Empire was a great empire that began over 2,000 years ago. It lasted a very long time and spread over a very large area of land.

Label a Map

15 minutes

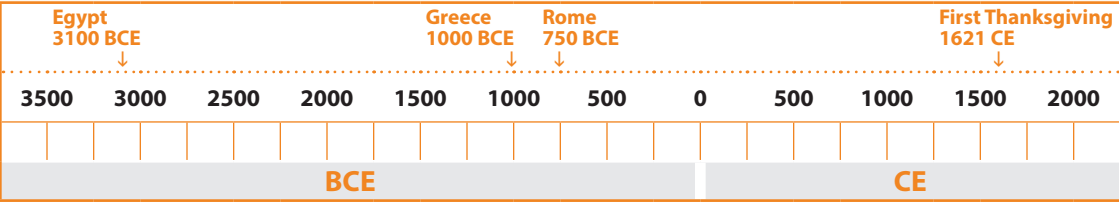
- Have students turn to Activity Page 1.1 and explain that this is a map of Europe and the northern part of Africa. The shaded areas were part of the ancient Roman Empire. Have students identify the two continents on the map. (Europe in the north and Africa in the south)
- Have students locate the modern-day countries of Spain, France, England, Germany, and Italy and label them on the map of Europe. Explain that the Roman Empire included at least parts of each of what is now these countries.
- Tell students that many important developments occurred during the Roman Empire. Discuss the following developments:
 - The empire grew very large until it became difficult for one emperor to rule over the entire empire.
 - During the time of the Roman Empire, a new religion, known as Christianity, began. Christianity is a religion based on the teachings of a man named Jesus. Jesus's followers were known as Christians. Over time, Christianity grew and the Christian Church became a very important part of the lives of many people in Europe.
 - A language known as Latin was the official language of both government and the Church during and after the time of the Roman Empire.
- Explain that during this unit on the Middle Ages, students will focus on the part of the world where the Roman Empire once existed. They will also hear about the end of the Roman Empire, and the importance of Latin and the Church in Europe in the years after the end of the Roman Empire.

Create a Timeline

25 minutes

- Direct students to the timeline on the board/chart paper. Ask them to describe what they see. (Students should note the labels *Ancient Times* and *Modern Times*, and the notations *BCE* and *CE*.)
- Tell students that *BCE* and *CE* are labels applied to years. Historians and others use these labels to indicate whether something took place a very long time ago, including ancient times, or whether it happened more recently. *BCE* stands for “before the Common Era” and refers to the years that happened a very long time ago. *CE* stands for “of the Common Era,” which refers to more recent years, including the current year. The Common Era begins with 1 CE; years prior to that are referred to as BCE. Explain that the years in the Common Era are counted in the usual way: 1, 2, 3, and so on. Years in BCE, however, are counted *backward* from 1. Explain that, because of this backward counting, something that happened in 1000 BCE occurred before something that took place in 500 BCE.

- State that, as a group, you are going to place several events on the timeline in the proper order, using the cards provided in the Teacher Resources section and the card you created. Each card contains the name of a civilization or event, an image representing that civilization or event, and a year. For the three civilization cards, the year listed is one of the years in which the civilization existed. For the event cards, the year is the specific year in which the event took place.
- Ask for five volunteers and give each volunteer one of the cards. Have the volunteers stand in front of the class holding their cards in random order.
- Ask the rest of the class to read the information on each of the cards aloud as a class. Have the class discuss the images and dates on the cards. Remind students that the years that occurred “before the Common Era” (or labeled “BCE”), are counted backward. As a result, the events with the highest numbers BCE occurred earlier and will be placed farther on the left side of the timeline. Have students in the audience direct the card-holding students to arrange themselves so the cards are in the proper order using the dates. This will help students understand the chronology of the civilizations and events. Once students have the cards in the proper sequence, have the rest of the class read aloud the civilization or event, and the date on which it occurred. Then have students attach the cards to the timeline [Egypt—approximately 3100 BCE; Greece—approximately 1000 BCE; Rome—approximately 750 BCE; First Thanksgiving—1621 CE; Current Year—(write current year) CE].



- Next, have students note the labels *Ancient Times* and *Modern Times* above the timeline. Explain that some historians use those labels to divide history into general time periods so it is easier to study and talk about history. Explain that not all historians agree on the specific end date of ancient times and beginning date of modern times, but they generally agree that the Middle Ages occurred between the two. To reflect this, write the words *The Middle Ages* above the timeline between *Ancient Times* and *Modern Times*. Explain that many historians use the label *Middle Ages* to refer to the time between the years 450 and the late 1400s CE. Write these years on the timeline beneath the words *The Middle Ages*.

Wrap Up

5 minutes

- Have students explain what continent or region of the world they will be studying in *The Middle Ages*.
 - Europe; specifically, the western part of Europe
 - What ancient empire covered much of this land?
 - » the Roman Empire

READING

45 minutes

Read-Aloud: Chapter 1 “Welcome to the Middle Ages” 40 minutes

Introduce the Reader 5 minutes

- Ensure each student has a copy of the Reader, *Knights, Castles, and Chivalry*.
- Read the title of the Reader with students and explain that this Reader is a nonfiction, informational book. A nonfiction, informational book is explanatory, providing facts and other information about real topics.
- Have students turn to the table of contents. Either read several chapter titles from the table of contents aloud or have students read them. Explain that reading chapter titles in a book can be very informative. Ask students to describe what information they gather by reading the chapter titles in this table of contents.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students to share any comments they have about the Reader.

Introduce the Chapter 10 minutes

- Tell students you will read aloud Chapter 1, “Welcome to the Middle Ages.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *medieval*. Have them find the word on page 3 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *medieval*, then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 1.2 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

Materials

- *Knights, Castles, and Chivalry*
- Unit 2 timeline
- Activity Pages 1.2, 1.3

- 1. **medieval, *adj.*** of or relating to the Middle Ages (3)
- 2. **transform, *v.*** to change something completely, usually in a positive way (**transforming**) (3)
- 3. **empire, *n.*** a group of countries or regions controlled by one ruler or one government (**emperor**) (3)
- 4. **seize, *v.*** to take (3)
- 5. **loot, *v.*** to steal things by force, often after a war or destruction (**looted**) (4)
- 6. **infamous, *adj.*** well-known for being bad (4)
- 7. **papacy, *n.*** the office or the position of the pope (5)
- 8. **nobleman, *n.*** a member of the highest social class (**noblemen**) (8)

| Vocabulary Chart for Chapter 1 “Welcome to the Middle Ages” | | |
|---|--|--|
| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
| Core Vocabulary | medieval empire papacy nobleman | transform seize loot infamous |
| Spanish Cognates for Core Vocabulary | medieval imperio noble | transformar infame |
| Multiple-Meaning Core Vocabulary Words | | |
| Sayings and Phrases | make its mark | |

- Read the purpose for reading from the board/chart paper:

Read this chapter to learn about the time period in history called the Middle Ages and to be able to identify the events that led to the Middle Ages.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

What are some of the events that led to the Middle Ages?

Read “Welcome to the Middle Ages”

15 minutes

As you read the chapter aloud, stop to read the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Throughout this lesson, and other lessons in this Teacher Guide, you will see certain questions or activities labeled either Support or Challenge. These questions and activities are not intended to be used in all situations. The items labeled Support provide additional scaffolding and should be used with classes that would benefit from additional support. The items labeled Challenge should be used with classes that would benefit from additional enrichment opportunities.

- While you read this chapter, students will complete Activity Page 1.3 by identifying events that led to the Middle Ages.

A [Read page 2 aloud.]

B [Refer to the Unit 2 timeline.] The term *Middle Ages* was introduced by modern historians to explain that this period fell *between* ancient and modern times. But, at the time, it wasn't known as the Middle Ages.

Chapter 1

Welcome to the Middle Ages

THE BIG QUESTION
What are some of the events that led to the Middle Ages?



Medieval knights riding into battle

A If you know anything about knights, castles, or Robin Hood, then you already know something about the Middle Ages in

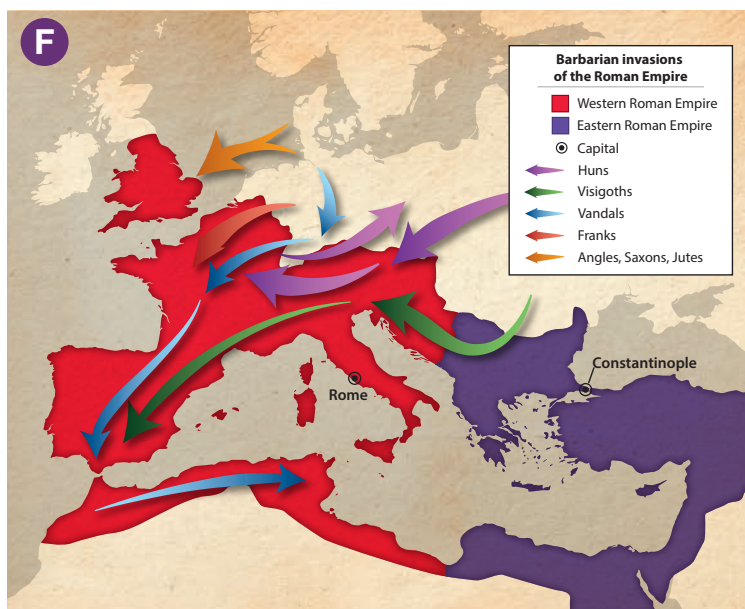
Europe. *The Middle Ages* may seem to be an unusual name for a historical period—

especially one that lasted for more than 1,000 years. People in the Middle Ages did not know they were in the middle of anything.

They thought they were modern—just as you and

I do today. In fact, *the Middle Ages* was not a phrase used by the people who lived during that time period. It is a term modern historians use today to refer to that time period between ancient and modern times. **B**

C We begin our journey into **medieval** Europe—another name for the Middle Ages—by examining some key events that happened long before this age began. The first major event that helped to **transform** western Europe occurred when the mighty Roman **Empire**, having grown too big for one emperor to rule, broke apart into the eastern and western parts of the empire. This division had a major impact on western Europe. With the Roman Empire split into two parts, different tribes took the opportunity to **seize** some of its lands. Interestingly, some of these people were given the name *barbarian* from the Latin word *barbarus*, meaning foreigner, or not Roman. The Romans may have considered these people to be uncivilized because they did not speak Latin, the language of the Roman Empire. **E**



3

C [Read page 3 aloud.]

D *Literal* What does *medieval* mean?

» It is an adjective that describes things related to the Middle Ages.

E *Literal* What was the first major event that helped to transform western Europe leading to the Middle Ages?

» The Roman Empire grew too big for one emperor to rule, so it broke into two parts.

[Have students record this information on Activity Page 1.3, noting that this information is found on page 3 of the Reader.]

F [Point out the map on page 3 to highlight the two regions of the Roman Empire and the different groups that invaded the regions.]

A [Read page 4 aloud.]

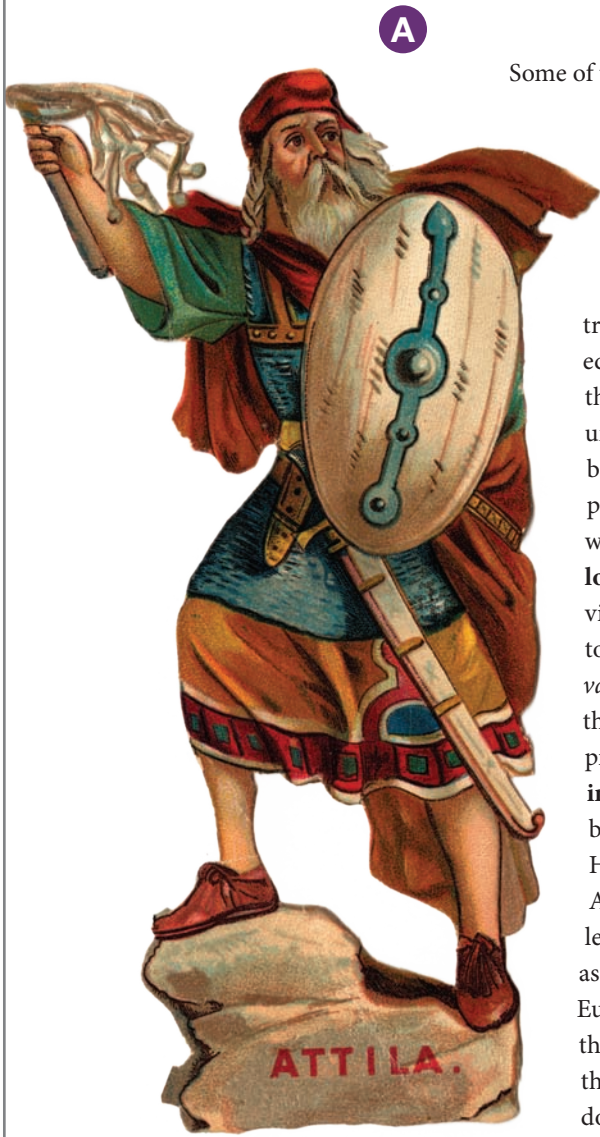
B Germanic tribes were groups of people from what is now Germany.

C The author uses the phrase *so-called barbarians* here because even though *barbarians* might not have been the most suitable name, that is what the Romans called them.

D *Literal* What are some events, described on this page, that helped transform Europe in the years leading up to the Middle Ages?

» Germanic tribes, such as the Franks, Visigoths, and Vandals, invaded parts of the Roman Empire, and the Huns, led by Attila, pushed the once dominant Germanic tribes farther into the Western Roman Empire.

[Have students record this information on Activity Page 1.3, noting that this information is found on page 4 of the Reader.]



A

Some of the most successful barbarian invaders were Germanic tribes, such as the Franks, the Visigoths, and the Vandals. These tribes lived on the edges of the empire. As the Romans became unable to defend their borders, these tribes pushed farther to the west. The Vandals **looted** towns and villages so badly that today we use the word *vandalism* to describe the destruction of property. The most **infamous** so-called barbarians were the Huns from central Asia. Attila the Hun led this nomadic tribe as they invaded parts of Europe in the 400s. As the Huns conquered, they drove the once dominant Germanic tribes even farther into the Western Roman Empire.

B

C

D

Attila the Hun

4

E As warlike tribes swept across western Europe, and powerful kings emerged, another transforming force appeared—the Christian Church. Throughout these years of change, many people turned to the Church because it offered them a sense of stability and hope. The heart, or center, of the Church was in Rome, the seat of the **papacy**. Slowly, more and more groups of people became Christians, including the Germanic tribes. Over time, the Church became even richer and more powerful than many kings and queens. **F**

G It is this time—when the Roman Empire was no longer the only powerful force in Europe—that many historians consider to be the start of the Middle Ages. Roman, Germanic, and Christian ideas, as well as powerful kings, began to shape western Europe.

In one of the Germanic regions, a great ruler emerged. His name was Charles, and he took control of much of the land that later became France. Charles ruled for more than 45 years. He increased the size of his empire by gaining land in areas that are now part of Germany, Austria, Italy, and Spain. As king, Charles defended the authority of the Church. He promoted the spread of Christianity. On Christmas Day, in 800 CE, he was crowned Roman emperor by the pope in Rome. His reputation was so great that, later, writers called him Charlemagne, which means “Charles the Great.” **H**



Pope Leo III crowned Charlemagne Roman Emperor in 800 CE.

5

E [Read the first paragraph on page 5 aloud.]

F *Literal* What is the papacy?

» The papacy is the office or position of the pope.

G [Read the rest of page 5 aloud.]

H **Challenge** What were two of the transforming events or forces happening in Europe that led up to the Middle Ages?

» successful invasions by barbarian tribes and the increasing power of the Christian Church

[Have students record information about the increasing power of the Church on Activity Page 1.3, noting that this information is found on page 5 of the Reader.]

A [Read the first paragraph of page 6 aloud.]

B Challenge Why do you think Charlemagne became known as Charles the Great?

- » He accomplished things people approved of and many believed him to be a great man.

What are some examples from the text of things he did that made him great?

- » He encouraged new ideas in art and education; he established a system of government; he paid people who worked for him with land.

C Literal What are some events or developments, described in this paragraph, that helped transform Europe in the years leading up to the Middle Ages?

- » Charlemagne's ideas about education, art, a system of government called feudalism, and paying people with land instead of money were major things transforming Europe during the years leading up to the Middle Ages.

[Have students record this information on Activity Page 1.3, noting that this information is found on page 6 of the Reader.]

D [Read the rest of page 6 aloud.]

E Literal What does this paragraph tell us about life in the Middle Ages?

- » People didn't travel much; each region had a different language or dialect.

What words or phrases in the text help you determine that?

- » *Almost everyone else stayed close to home; isolated existence; villagers from places just 30 miles apart could not easily understand each other; etc.*

A Charles encouraged new ideas and promoted an interest in education and art. To help him rule his empire, Charlemagne also encouraged a system of government that we now call feudalism. He gave land, instead of money, to those who worked for him in the military or government. The practice of paying men with land spread throughout other countries in western Europe. **B C**

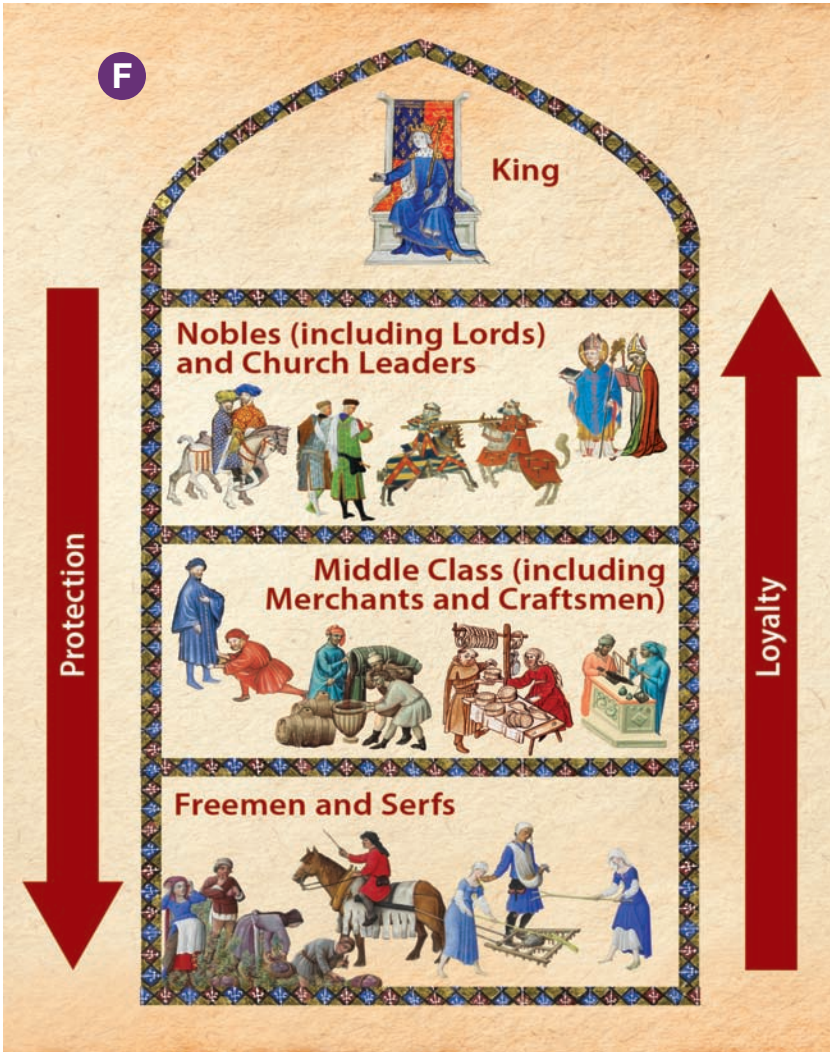
D Life in the Middle Ages was not the same as it is now. For one thing, people who lived back then probably thought about time differently. Many people measured time by the rising and setting of the sun and the passing of the seasons. For this reason, life likely had a slower, steadier pace.



Cologne Cathedral took 632 years to complete.

In addition, there was a strong desire to honor God that appeared to transcend time. As a result, people undertook impressive, long-term projects such as building magnificent cathedrals that took centuries to complete.

Language and location helped shape people's lives, too. Because travel was so difficult, many people didn't do it. Generally, only rich, educated people in Europe traveled. Almost everyone else stayed close to home. Although Latin was the language of both the Church and government, only select members of society could understand that language. Most people lived an isolated existence. They did not travel far from home. As a result, most people communicated using the language, or dialect, spoken in the place of their birth. As strange as it may seem to us, in certain parts of Europe villagers from places just 30 miles apart could not easily understand each other. For this reason, most people during the Middle Ages were concerned with the affairs of their village, what they owed the local lord in the way of payment, and how to ensure their place in heaven. **E**



Although this diagram does not include every aspect of medieval feudal society, it does show the people with the most power at the top, and the people with the least power at the bottom.

7

F *Evaluative* [Have students reflect on the diagram on page 7. Explain that the higher a category appears on this diagram, the more power and wealth people in that category had. Have a student read aloud the caption beneath the diagram.]

Based on this diagram and the caption, what does the arrow on the left side of the diagram indicate? What does the arrow on the right side of the diagram indicate?

» The arrow on the left side indicates that the people higher on the chart offered protection to those below, and the arrow on the right side indicates the people below swore loyalty to those above.

What was the name given to the system that is shown in this diagram?

» medieval feudal society

A [Read the first paragraph on page 8 aloud.]

B *Literal* What event described in this paragraph helped transform Europe in the years leading up to the Middle Ages?

- » The Black Death, or plague, spread throughout Europe and eventually killed one-third of the population of western Europe.

[Have students record this information on Activity Page 1.3, noting that this information is found on page 8 of the Reader.]

C [Read the next paragraph aloud.]

D *Inferential* The first sentence of this paragraph begins with the word *Despite*, which is a clue that we are going to read about something that happened even though other events might have prevented it from happening. What positive thing happened in the Middle Ages *despite* some of the negative things that happened?

- » Impressive and inspiring architecture was created.

Why was this a positive thing?

- » The creation of impressive and inspiring architecture was a positive part of the Middle Ages because it provided beautiful buildings to adorn the landscape during the Middle Ages.

E [Read the rest of page 8 aloud.]

A

There was another force that had a huge impact on western European society during the Middle Ages. This force came in the form of a deadly disease. The disease, called the Black Death or plague, certainly made its mark upon medieval Europe. This dreadful plague first appeared in the 500s. In the second half of the 1300s it swept through Europe once again. Spread by infected fleas that lived on rodents, the Black Death probably killed one-third of the population of western Europe.



B

C Despite conflicts and hardships, this period in history was also a time when people created impressive and inspiring architecture. Great castles and churches began to adorn the landscape. Kings, queens, and **noblemen** held jousts, and court jesters entertained noble families. **D**

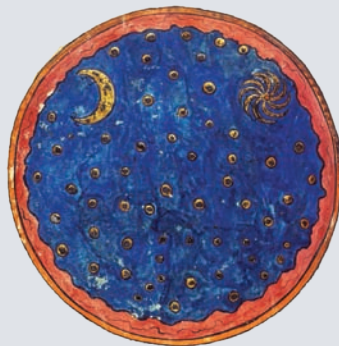


E In *Knights, Castles, and Chivalry*, you will discover what it was like to work on the land for the local lord. You will learn about what life was like in the incredibly crowded towns of the Middle Ages. You will wander through a castle and find out how young men trained to be knights. Are you ready to explore this fascinating time in history?

Medieval Musings **F**

G 1. In the Middle Ages, people used a pleasant-smelling plant, sometimes used in cooking, to clean their teeth. What is the name of the plant? (Clue: The first letter is R.)

2. An instrument that helps us to see faraway objects, such as stars, was invented in the Middle Ages. What is the name of this instrument?



Picture of night sky from medieval manuscript

3. During the early part of the Middle Ages, the Angles, Saxons, and Jutes invaded an island nation and remained as settlers. The Angles gave their name to this land, or kingdom. What is this kingdom called?

9

F *Literal* [Direct students' attention to the title of the box, "Medieval Musings."] To muse over something means to think about it. What does *medieval* mean?

» about or relating to the Middle Ages

G [Explain that Medieval Musings appear throughout this unit and present an opportunity for students to conduct independent research to learn more about the Middle Ages. As time permits throughout the unit, ask students to use both books and Internet resources to learn the answers to these questions.]

Let's read the first question in the Medieval Musings together and determine where we can go to learn the answer.

[Read Question #1.] Where might you look to find out what plant people in the Middle Ages used to clean their teeth?

» Answers may vary, but may include looking in an encyclopedia under the term *Middle Ages* or *dental care*; conducting an Internet search on the history of dental care during the Middle Ages; etc.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

For each question, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the questions, reread pertinent passages of the chapter and/or refer to specific images or graphics. If students give one-word answers, and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows.

Use the following questions to discuss the chapter.

1. **Literal** The name of this unit is *The Middle Ages*. What is the Middle Ages and why is it called that?
 - » The Middle Ages is the approximately 1,000-year time period between ancient and modern times. Modern historians gave it that name because it falls between those two periods in history.

Did the people who lived during that time use the name *Middle Ages* to talk about the time period in which they were living?

 - » The people who lived during that time did not use the name *Middle Ages* because they did not consider themselves to be in the middle of anything.
2. **Literal** What were some of the important events or developments that took place in Europe and led to the Middle Ages?
 - » The Roman Empire grew too large to be ruled by one emperor, so it broke into two parts; several Germanic tribes, such as the Franks, Vandals, and Visigoths, invaded parts of the Roman Empire; the power of the Church increased; the Black Death killed one-third of Europe's population; impressive and inspiring architecture was created.
3. **Support** What happened to the Roman Empire that had a major impact on western Europe?
 - » The Roman Empire was divided into two empires—the Western Empire and the Eastern Empire, and various tribes of barbarians then took over some of these lands.
4. **Support** What role did the Church play in the Middle Ages?
 - » The Church provided a sense of stability and hope in a time of great change. Over time, it became even richer and more powerful than many kings and queens.

Note

Question 2 relates to The Big Question of this chapter.

5. **Inferential** Why might Charlemagne, as one of the early leaders during the Middle Ages, have set up the feudal system in which people such as kings and lords offered protection to serfs and freemen in exchange for their loyalty?
 - » Answers may vary, but may include that in the early years of the Middle Ages there were many groups invading western Europe, so there was a need for protection. In return for the protection the kings and lords offered, they would want the serfs and freemen they protected to be loyal to them and not join with other groups to fight against them.
6. **Evaluative** How would you contrast life in the Middle Ages with life today?
 - » Answers may vary, but may include the fact that people in the Middle Ages thought about time differently—being more directly tied to the rising and the setting of the sun rather than to the hours and minutes of clocks; they undertook long-term projects, such as building great cathedrals; and most people never traveled far from their homes.

- Call on several students to each describe one positive or one negative thing that happened during the Middle Ages.
- Have students take home Activity Page 1.4, an excerpt of the chapter, “Welcome to the Middle Ages,” read this excerpt, and answer the questions that follow. Also have students take home Activity Page 1.5, a copy of the Reader glossary, to keep at home to help with their homework during this unit.

Word Work: *Transform*

5 minutes

Word Work is a brief, explicit vocabulary exercise, based on the work of Beck, McKeown, and Kucan (2002). The criteria used in selecting a word for the exercise include: (1) the relative importance of understanding the word for overall comprehension of the text selection (2) whether the meaning of the word is difficult to deduce from the content and context of the text and (3) the usefulness of the word, either as general academic vocabulary (also called Tier 2 words) or as domain vocabulary (also called Tier 3 words).

1. In the chapter you heard, “The first major event that helped to transform western Europe occurred when the mighty Roman Empire, having grown too big for one emperor to rule, broke into the eastern and western parts of the empire.”
2. Say the word *transform* with me.
3. *Transform* means to change something completely, usually in a positive way.
4. The town wanted to transform the old train station into a restaurant.

5. What are some other examples of things that have been transformed, and how were they transformed? Be sure to use the word *transform* when you talk about it. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "_____ was transformed by _____."]
6. What part of speech is the word *transform*?
» verb

[Use a *Discussion* activity for follow-up.] Talk with your partner about something you know that has been transformed, or an idea you have to transform something. Make sure you use the word *transform* in complete sentences as you discuss this with your partner.

Materials

- Activity Pages 1.4, 1.5
- *Fluency Supplement* Selection (optional)

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 1.4 to read and complete. Review with students the directions on the last page of Activity Page 1.4, emphasizing that students should answer the questions in complete sentences. You will review the answers to this activity page at the start of the next reading lesson.
- Have students take home Activity Page 1.5 to use as a reference throughout the unit.
- Have students take home a text selection from the *Fluency Supplement* if you are choosing to provide additional fluency practice.

Lesson 2

Unit 2: The Middle Ages

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that in the Middle Ages serfs worked and fought for lords who, in return, provided protection and the use of land
- ✓ Describe some differences between the life of a lord and the life of a serf in the Middle Ages

| LESSON AT A GLANCE | TIME | MATERIALS |
|---|---------|---|
| Reading | | |
| Whole Group: Chapter 2 "To the Manor Born" | 40 min. | Answer Key for Activity Page 1.4; <i>Knights, Castles, and Chivalry</i> ; Activity Pages 1.4, 2.1–2.3 |
| Word Work: <i>Rival</i> | 5 min. | |
| Grammar | | |
| Introduce Nouns and Adjectives | 15 min. | Nouns and Adjectives Poster; Activity Page 2.4 |
| Morphology | | |
| Introduce Prefixes <i>un-</i> and <i>non-</i> | 15 min. | Prefixes Poster; Activity Page 2.5 |
| Writing | | |
| Take Notes Using a Graphic Organizer | 15 min. | Activity Page 2.6; <i>Knights, Castles, and Chivalry</i> ; Lords and Serfs Graphic Organizer |
| Take-Home Material | | |
| Reading | * | Activity Page 2.7 |

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe differences between the lives of serfs and the lives of lords.

Grammar: By the end of this lesson, students will be able to identify nouns and adjectives in sentences and the relationship between them in sentences.

Morphology: By the end of this lesson, students will be able to distinguish between root words and words with the prefixes *un-* and *non-* and use those words correctly in sentences.

Writing: By the end of this lesson, students will be able to scan text to take notes on relevant information using a graphic organizer.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you can access a digital version of this and The Big Question in the digital components for this unit.

Read to find out about the lives of lords and serfs during the Middle Ages.

- Display an enlarged version of Activity Page 2.2, The Feudal System Hierarchy. Alternatively, you can access a digital version in the digital components for this unit.
- This lesson contains a *Think Pair Share* activity. *Think Pair Share* activities encourage students’ participation in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. It is recommended that you model the *Think Pair Share* process with another adult (or a student with strong language skills) the first time you use it, and continue to scaffold students to use the process successfully throughout the year. In *Think Pair Share* activities, you will begin by asking students to listen to the question you pose. You will then allow students some time to think about the question and their response. Next, you will prompt students to discuss their response in pairs. Finally, you will select several students to share their responses with the class.

Grammar

- Prepare the following poster titled “Nouns and Adjectives.” Alternatively, you can access a digital version in the digital components for this unit. Display this poster for the duration of this unit.

| Nouns and Adjectives |
|---|
| Nouns are words that name people, places, or things. |
| Common nouns are general and are not capitalized. |
| Proper nouns are specific and are capitalized. |
| Adjectives are words that describe nouns. |

Morphology

- Prepare and display the following Prefixes Poster. Leave enough space at the bottom to list prefixes and their meanings throughout the year. Select a convenient place in the classroom to display the poster, as it will be used and displayed throughout the school year. Alternatively, you can access a digital version in the digital components for this unit.

| Prefixes |
|--|
| A prefix is a syllable or syllables placed at the beginning of a root word to change the word's meaning. |

- Write the following sentences on the board/chart paper:

| |
|---|
| The hard work of farm life was unfamiliar to members of the royal family; they were used to having servants do things for them. |
|---|

| |
|--|
| During a drought, my family and I don't water our lawn or use water for other nonessential things. |
|--|

Writing

- Create an enlarged version of the Lords and Serfs Graphic Organizer on Activity Page 2.6 to display for the duration of this unit. Alternatively, you can access a digital version in the digital components for this unit.

| | Lords | Serfs |
|-----------------|-------|-------|
| Homes | | |
| Work | | |
| Clothing | | |
| Food | | |
| Amount of Power | | |

Materials

- Answer Key for Activity Page 1.4
- *Knights, Castles, and Chivalry*
- Activity Pages 1.4, 2.1–2.3

READING

45 minutes

Whole Group: Chapter 2 “To the Manor Born”

40 minutes

Review

10 minutes

- Ask students to respond using parts of the questions to answer in complete sentences.
 - *The Middle Ages* refers to a time period that existed in western Europe after the fall of what empire?
 - » Roman Empire
 - *The Middle Ages* refers to a 1,000-year period in history between what two other time periods?
 - » ancient times and modern times
 - During the Middle Ages, Charlemagne introduced the concept of feudalism. Remember you heard about kings, nobles (including lords), freemen, and serfs. How did feudalism work?
 - » People higher up in society, such as kings and lords, offered protection to those in lower levels of society, such as serfs and freemen. In exchange, serfs and freemen swore their loyalty to the nobles and king.
 - What role did the Church play in the Middle Ages?
 - » It provided stability and hope during a difficult time and, over time, it grew very rich and powerful.
- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 1.4, which was assigned for homework.

Introduce the Chapter

5 minutes

- Remind students that in Chapter 1 they listened to you read an overview of an important time in history called the Middle Ages.
- Tell students they will read Chapter 2, “To the Manor Born.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *lord*.
- Have them find the word on page 10 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.

- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *incessant*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–n.; verb–v.; adjective–adj.; adverb–adv.
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 2.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **lord, n.** a man in the upper class who ruled over a large area of land **(10)**
2. **lady, n.** a female member of the nobility **(10)**
3. **privileged, adj.** having more advantages, opportunities, or rights than most people **(10)**
4. **rival, adj.** competing **(13)**
5. **loyal, adj.** showing complete faithfulness and support **(loyalty) (13)**
6. **scythe, n.** a farming tool with a curved blade and long handle that is used to cut crops such as wheat, oats, rye, and barley **(15)**

| Vocabulary Chart for Chapter 2 “To the Manor Born” | | |
|--|---------------------------------|----------------------------------|
| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
| Core Vocabulary | lord lady scythe | privileged rival loyal |
| Spanish Cognates for Core Vocabulary | | privilegiado rival leal |
| Multiple-Meaning Core Vocabulary Words | lady | |
| Sayings and Phrases | make ends meet | |

- Read the purpose for reading from the board/chart paper:

Read to find out about the lives of lords and serfs during the Middle Ages.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

How were the lives of serfs and lords different from one another?

Read “To the Manor Born”

15 minutes

- Prior to reading this chapter, remind students there are many strategies they can use to define unfamiliar words. In addition to using the glossary to define core vocabulary words, students should try to use context clues, or the text surrounding an unfamiliar word, to determine its meaning. Have students find the word *livestock* on page 10. Point out that this word is not bolded, so it does not appear in the glossary. It is, however, defined within the text itself. Point out that the word *livestock* is followed by a comma and an explanation of what livestock is. If students encounter unfamiliar words while reading, they should look for surrounding text that helps define the unfamiliar word. Also, you may suggest that if students do not know the meaning of any word that is not in the glossary, and they are not able to define it by looking at the surrounding text, they should write that word in a notebook, along with the page number where it appears, so they can get help in defining that word.
- Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

A [Have students read page 10 silently.]

B *Literal* What were some of the things privileged boys and girls learned to do?

- » Privileged boys and girls both learned to ride horses. Some privileged boys and girls also learned to read and write. Privileged boys also learned to become swordsmen, while girls learned instead to embroider, dance, and play an instrument.

Support Students may be unfamiliar with the word *embroider*. If so, explain that it means to sew, using pantomime to demonstrate sewing with cloth and a needle and thread.

C *Literal* What does the author tell us were the primary responsibilities of serfs?

- » growing the food and tending the animals

D **Support** Were most people privileged or serfs?

- » serfs

Chapter 2

To the Manor Born

THE BIG QUESTION
How were the lives of serfs and lords different from one another?

A

If you lived during the Middle Ages, your life followed one of a few set paths. If you were the child of a king and a queen or a **lord** and a **lady**, you lived a **privileged** life. You had enough food to eat and clothes to wear. You lived in a relatively nice house. You had servants, too. You may have been one of the few who learned to read and write. You even learned to ride a horse. If you were a boy, you learned to become a skilled swordsman. Privileged girls may have learned to embroider, to dance, and to play a musical instrument. Occasionally girls, too, learned to read.



Privileged family
in the Middle Ages

As a privileged child, you likely grew up to become a king or a queen, or a lord or a lady, yourself. **B**

But most people in the Middle Ages were not privileged. In the early Middle Ages, nearly everyone in Europe worked on the land. Most farmworkers were called serfs. Serfs grew the food and tended to the livestock, or animals that fed the people. Some had more freedom than others and were called freemen. Serfs were at the bottom of the social order and had the least amount of power. **C** **D**

E Serfs usually spent their entire lives working on a landowner's or lord's estate. In return for the work they did, the lord allowed serfs to use some of the land to grow their own food. The lord lived in his castle or manor house. He owned all the land around his home and often the nearby towns and villages, too. The lord also controlled the lives of most of the people who worked for him. **F**



Serfs worked on the land throughout the year.

Serfs were not educated. They did not learn to read or write. If serfs wanted to travel to a nearby town, they needed permission from the lord. When serfs wanted to marry, the lord had the right to approve or disapprove of the match. When serfs had children, those children usually grew up to work as serfs for the same lord. **G**

11

E [Have students read page 11 silently.]

F Inferential What is another name for a castle? How does this, along with the information you read on page 10, help explain the meaning of the title of this chapter?

» manor house

» On page 10, the author said that people in the Middle Ages were born either privileged, and would live in a large manor house, or not privileged. “To the Manor Born” means if they were born privileged and lived in a manor house from the time they were born, they would live a privileged life from that moment on. Everyone’s way of life was set from the time he or she was born, and if someone was born “to the manor,” he or she would have a privileged life.

G Inferential Based on what you just read, who do you think had more power and freedom in the Middle Ages—serfs or lords? Why?

» lords

» Serfs had to get permission from lords to do many things, such as to travel to a nearby town or to get married, but lords did not. Lords also owned and controlled the land, and often the nearby towns and villages, but serfs did not own or control any of their own land.

A [Have students silently read page 12 to the end of the sentence on the top of page 13.]

B Support Describe the houses in which serfs lived.

- » small, simple houses in or near a village; made of wood and mud; thatched roofs; one room; beds were made of straw; small fireplace with a hole in the roof to allow the smoke to escape

C Literal How did a lord become even richer or wealthier through his serfs?

- » taxes in the form of money, crops, livestock; charged fees to grind flour

A In the Middle Ages, serfs worked on farmland that was divided into strips. The serfs spent about half of their time working for the lord. The rest of the time, they worked on the strips of land where their own crops were grown.

Most serfs lived in small, simple houses in or near a village. Their houses were made from wood and mud. The roofs were thatched, meaning they were made from rushes, or straw. They usually had just one room. Serfs slept on straw beds. Inside each house was a small fireplace for cooking. Smoke from the fire escaped through a hole in the roof. **B**

The lord increased his wealth in many different ways. In addition to working the farmland for the lord, serfs paid taxes to the lord in the form of money, crops, and livestock. Sometimes the lord ran a mill and even charged his serfs a fee to grind their grain into flour. **C**

If crops failed or illness struck, people during the Middle Ages struggled to survive. In times of hardship, the lord did not always come



12

D

to the aid of his serfs. Even when food supplies were low, serfs were not allowed to hunt in the lord's forests. However, to avoid starving, people sometimes hunted illegally. This was called poaching, and serfs who were caught poaching were severely punished. **E**

Some farmworkers were freemen. Freemen were not under the same strict control of the lord. If a serf ran away from his home, and managed to live for a year and a day in a town without being found, he could become a freeman, too.

The Middle Ages was a violent time compared to how we live today. There were frequent wars and uprisings, including rebellions against the king by **rival** nobles. The need for armed protection shaped medieval society. Usually, high-ranking nobles swore their loyalty to the king and lords swore their loyalty to higher-ranking nobles. Freemen and serfs had to be **loyal** to their lord. In exchange for their loyalty, the lord offered his protection. If the lord needed to raise an army, he would require freemen on his estates to serve as foot soldiers. **F G H**

I



13

D [Have students read page 13 silently.]

E Support Did severe punishment stop serfs from hunting in the lord's forests to avoid starving? What was this practice of illegally hunting in the lord's forest called?

» no; poaching

F Inferential Why was medieval society organized for war?

» It was a violent time, compared to how we live today, and people needed armed protection.

G Literal [Refer to Activity Page 2.2, an enlarged version of which you displayed on the wall.] Reflect on, or think carefully about, the diagram on Activity Page 2.2, which you saw in Chapter 1. What did the lords offer serfs in exchange for their loyalty?

» protection

H Inferential Who did the lord require to fight if he needed to put together an army for the king? Why do you think the lord did not make serfs fight?

» freemen

» Answers may vary, but could include that he needed serfs to work for him.

I Inferential [Have students reflect on the image spanning pages 12 and 13.] Based on what you read, what do you think is shown in this image?

» a lord's manor or estate

Describe some of the things you see.

» Answers may vary, but may include the large, well-protected manor house on the left; the church; the small serfs' houses; the fields, which are divided into strips; a serf plowing the lord's field and several serfs tending to their own, smaller, gardens; and a serf tending to sheep.

A [Have students read pages 14 and 15 silently.]

A

If You Were a Boy Serf

From an early age, you work a full day. You wake up just before sunrise and go to sleep when it is dark. For breakfast, you have rye bread and water, or perhaps watery ale. Even before the sun is fully risen, and regardless of the



Boy serf plowing fields

weather, you begin your work on the land. In springtime, you are busy plowing and planting seeds. You assist in the delivery of baby lambs and calves. At midday, you walk home for a simple meal of rye bread and maybe a small piece of cheese. After lunch, you return to work, cutting logs for the lord's fire.



Boy serf chasing birds away from crops

In the summer months, you tend to the crops you planted in the spring. You keep the hungry birds and insects away from the growing crops.

Autumn, the time to harvest crops, is perhaps the busiest time of all. You help your mother and sisters pick fruits and berries, which they preserve and store for the winter. Using a simple tool



Boy serf harvesting grain

called a **scythe**, you harvest grain crops such as wheat, oats, rye, and barley. You help store the grain. A good harvest makes everyone, especially the lord, very happy. It means there is food to eat during the winter months. A good harvest is a time of celebration for all.

Nevertheless, you have to get used to having less food to eat in the wintertime, and to feeling hungry and cold more often than not. At times, your parents find it difficult to make ends meet. Even

if ice and snow lay upon the frozen earth, you still have jobs to do.

You have to feed and care for the livestock. You repair fences and barns. All the while, you continue to work on your family's strips of land. Each evening as the sun is setting, you return home quite exhausted. You end your day with a meal called pottage that your mother or sisters have prepared. Pottage is a vegetable stew with grain and a tiny piece of meat or fish in it. After a good night's sleep, you will wake up and do it all again!

B



Serf family eating a meal together

B *Literal* How did the serf's jobs differ during different seasons of the year?

- » In the spring, fields were plowed and planted, and mother animals needed help delivering their young. In the summer, crops were protected and tended. In the fall, crops were harvested and grain was stored. In the winter, fences and barns were repaired.

A [Have students read the section titled “Medieval Musings.” Remind students that to muse over something is to think about it. If time permits, have students conduct research independently, in pairs, or in small groups to learn the answers to these questions. Otherwise, consider allowing students to complete the activity at a different time during the day.]

A Medieval Musings

1. In the Middle Ages, a kind of food made from grain was used as a plate. What was it?
2. In the Middle Ages, people kept coins in clay pots. The pots were made from a type of clay called *pygg*. Today, many children place coins in a special container, the name of which originates in the Middle Ages. What is the container called?
3. A popular board game that is still played today arrived in Europe from Persia in the 800s. What is the name of that game? (Clue: Make sure you check your answer.)



Wealthy lords and ladies played games like this.

B Letter Quest

Stained-glass windows adorned medieval churches. Most people in the Middle Ages could not read and write. Stained-glass windows depicted stories from the Bible and helped to communicate Christian beliefs.

Look closely at this stained-glass window; a letter of the alphabet has been hidden for you to find. When you find it, record this letter on Activity Page 2.3. After you find all the letters in the Letter Quest activities, you will rearrange them to spell a word related to the Middle Ages.



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B [Direct students to the Letter Quest activity and explain that in this activity they will search the image for a hidden letter. There is a Letter Quest activity at the end of each chapter, starting with Chapter 2. At a later time in the day, as time permits, students may use Activity Page 2.3 to record the letter they find in each chapter's Letter Quest. At the end of the unit, students will arrange these letters to spell a word that relates to the Middle Ages.]

Discuss the Chapter and Wrap Up the Lesson

10 minutes

Use the following questions to discuss the chapter.

Note

Question 2 and the Writing lesson activity relate to The Big Question of the chapter.

1. **Support** *Literal* Serfs and the lord each did something for the other. What did each promise the other?
 - » Serfs spent part of their time working for the lord and promised their loyalty. The lord provided land for serfs to grow their own food and promised them protection.
2. **Evaluative** Imagine you are traveling through the medieval countryside and you see a boy about your age. Based on today's reading, what evidence would you use to decide whether the child is a serf or a noble?
 - » His clothes would provide one clue; a noble would be wearing nice clothing and a serf would be wearing work clothes. What he is doing would be another important clue. A noble boy might be riding a horse, learning how to use a sword, or reading and writing. A serf boy might be working in the fields or the forest, taking care of crops or animals, or walking to or from the fields.
3. **Inferential** Describe what you would see on a lord's estate during the Middle Ages.
 - » a large, well-protected manor house; a small church; small serfs' houses; fields, which are divided into strips; serfs plowing the lord's fields and tending to their own, smaller, gardens; serfs tending to livestock
4. **Evaluative** *Think Pair Share* Why do you think the feudal system, or the arrangement between lords and serfs, existed?
 - » Answers may vary, but should include details from the text regarding the duties and responsibilities each group had, including the need for protection and a way to obtain food and shelter.

- Ask several students to share the information exchanged between partners in the *Think Pair Share* activity.
- Have students take home Activity Page 2.7, "If You Were a Boy Serf," to read and complete for homework.

Word Work: *Rival*

5 minutes

1. In the chapter you read, “There were frequent wars and uprisings, including rebellions against the king by rival nobles.”
2. Say the word *rival* with me.
3. *Rival* means competing.
4. The baseball players won their game against a rival team.
5. Have you had to face a rival team, classmate, or peer? Can you think of rival teams or opponents in sports or other competitions that you’ve witnessed? Be sure to use the word *rival* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “We compete against rival schools in the spelling bee.” Or, “The Yankees and Red Sox are rival baseball teams.”]
6. What part of speech is the word *rival*?
» adjective

[Use a *Synonyms and Antonyms* activity for follow-up.] What does *rival* mean? What are some synonyms, or words that have a similar meaning, of *rival*? [Prompt students to provide words like *opposing*, *challenging*, and *conflicting*.] What are some words or phrases that are antonyms, or words that have the opposite meaning, of *rival*? [Prompt students to provide words like *supporting*, *assisting*, and *partnering*. As students discuss synonyms and antonyms, guide them to use the word *rival* in a complete sentence: “An antonym of *rival* is *supporting*.”]

GRAMMAR

15 minutes

Introduce Nouns and Adjectives

- Tell students that today they will focus on specific parts of speech called nouns and adjectives. Parts of speech are categories of words grouped by how they are used in a sentence.

Nouns

- Refer to the poster you displayed in advance and explain that nouns are words that name people, places, or things. Ask students to help make a list on the board/chart paper of nouns that name things they can see in the room. (*desk, board, Sandra, paper, pencil, girl, boy, door, window, floor, wall*, etc.)
- Tell students that nouns can be placed into two categories, or groups, called common nouns and proper nouns. Explain the difference between common and

Materials

- Nouns and Adjectives Poster
- Activity Page 2.4

Note

Proper nouns begin with capital letters, whereas common nouns do not. Refer to the poster on the board and ask students if their list has common and/or proper nouns. Be sure to include all categories of both proper and common nouns.

proper nouns. (Common nouns name people, places, or things in general, whereas proper nouns name specific people, places, or things.) Ask students to give examples of proper nouns to add to the list of nouns started above.

Adjectives

- Remind students that adjectives are words that describe nouns. Adjectives provide details about nouns, such as the number, color, shape, mood, etc.
- Have students refer to the list of common nouns on the board and ask them to add adjectives to describe the nouns. (*wooden* desk, *white* board, *lined* paper, *sharp* pencil, *red* book, *tall* boy, *brown* door, *clear* window, *clean* floor, *pink* wall, etc.) Adjectives can come before or after the noun, as in *The wall is pink.* or *There is a pink wall.*
- Tell students that adjectives help you to picture the noun in your mind.
- Remind students that the words *a*, *an*, and *the* are special kinds of adjectives called articles. Articles provide details about nouns. Articles tell us whether someone is describing a specific noun (*the king*; *the apple*) or a general noun (*a king*; *an apple*).
- Write the following sentences on the board and work with students to identify nouns and adjectives. Label nouns with *n*. Label adjectives with *adj*. Remind students that these are the part of speech abbreviations they see in the glossary. Draw an arrow from each adjective to the noun it describes.
 - *Rich lords lived in large castles.* (nouns: *lords*, *castles*; adjectives: *rich*, *large*; draw an arrow from *rich* to *lords* and from *large* to *castles*)
 - *The selfish king did not help his hungry serfs.* (nouns: *king*, *serfs*; adjectives: *selfish*, *hungry*; draw an arrow from *selfish* to *king* and from *hungry* to *serfs*)
- Conclude by pointing out that good writers make frequent use of adjectives to make their writing more interesting. Encourage students to take special note of adjectives when they are reading the chapters in their Reader, as well as to use adjectives when they are discussing or writing about the Middle Ages.
- Have students turn to Activity Page 2.4 and guide them through the first few sentences. Have students complete the activity page independently, or if you determine they need more assistance, complete the activity page as a teacher-guided activity. If more time is needed, students should complete the activity page for homework.

Introduce Prefixes *un-* and *non-*

- Point to the Prefixes Poster you displayed in the classroom and read it with students.
- Tell students the two prefixes they will study are *un-* and *non-*. Explain that *un-* and *non-* both mean “not.”
- Write the prefix *un-* on the poster and explain that it is pronounced /un/. Write the prefix *non-* on the poster and explain that it is pronounced /non/. Write the meaning of the prefixes on the poster.
- Remind students there are other prefixes that mean “not,” such as *dis-*.
- Tell students that adding *un-* or *non-* does not change the part of speech of the root word, but adding them does change the meaning of the root word.
- Write *familiar* on the board/chart paper. Briefly discuss the meaning and then use it in a sentence. (*Familiar* means well-known. The hallways of your school will quickly become familiar because you walk through them every day.)
- Add *un-* to *familiar* and have students read the new word. Discuss the meaning of the new word. (*Unfamiliar* means something that is not well-known.) Also point out that the prefix *un-* does not change the part of speech of *familiar*. Both *familiar* and *unfamiliar* are adjectives.
- Share the following example sentence you prepared in advance for the word *unfamiliar*.

The hard work of farm life was *unfamiliar* to members of the royal family; they were used to having servants do things for them.

- Have students provide sentences using the word *unfamiliar*. (Answers may vary.)
- Ask students for synonyms (words with almost the same meaning) of *unfamiliar*. (*new, different, strange, novel*, etc.)
- Write *essential* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (*Essential* means extremely important and necessary. Food, water, and air are essential to the survival of living things.)
- Add *non-* to *essential* and have students read the new word; discuss the meaning of the new word. (*Nonessential* means not extremely important or necessary.) Also point out that the prefix *non-* does not change the part of speech of *essential*. Both *essential* and *nonessential* are adjectives.

Materials

- Prefixes Poster
- Activity Page 2.5

- Share the following example sentence from the board/chart paper for the word *nonessential*:

During a drought, my family and I don't water our lawn or use water for other *nonessential* things.

- Have students provide sentences using the word *nonessential*. (Answers may vary.)
- Ask students for synonyms (words with almost the same meaning) of *nonessential*. (*extra, unimportant, insignificant*, etc.)
- Continue in this manner for the remaining *un-* and *non-* words, using the following chart as a guide.

| Root Word | Meaning | Affixed Word | Meaning and Synonyms | Sentence |
|-----------|-------------------------------|--------------|---------------------------------------|---|
| happy | (adjective) glad | unhappy | (adjective) not glad | The baby was <u>unhappy</u> because the dog barked. |
| equal | (adjective) even or fair | unequal | (adjective) not even or fair | My brother always cuts <u>unequal</u> pieces of cake so that he gets the biggest piece. |
| common | (adjective) usual | uncommon | (adjective) unusual; rare | My favorite thing to do at the beach is to look for <u>uncommon</u> shells. |
| verbal | (adjective) uses spoken words | nonverbal | (adjective) does not use spoken words | Mom gave a <u>nonverbal</u> sign to remind us to be quiet in the library. |

- Have students turn to Activity Page 2.5. Briefly review the directions. Note that for some sentences, the word *a(n)* appears just before the blank. If the word that fits correctly in the blank starts with a consonant, they would read the sentence with the word *a*. If the word that fits correctly in the blank starts with a vowel, they would read the sentence with the word *an*. For example, if the word *unbalanced* is used to fill in the blank, you would read the sentence with the word *an*. If the word you would use to fill in the blank is *balanced*, you would read the sentence with the word *a*. Have students complete the activity page independently. If more time is needed, students should complete the page for homework.

Note

You will not write the information in the shaded columns on the board, as that information is intended for use during oral instruction. You may not complete all these examples, but complete as many as time permits.

Taking Notes Using a Graphic Organizer

Lesson Summary

- Students have just read Chapter 2, “To the Manor Born.” In this chapter, they learned more specific information about the lives of serfs and lords in the feudal system during the Middle Ages. Today, in this short writing lesson, you will model how to take notes from a text into a graphic organizer. The goal of this lesson is to complete most of the “Lords” column of the graphic organizer. You may take time at the beginning of the next writing lesson to finish completing this column, if necessary.

Model Taking Notes Using a Graphic Organizer

- Remind students that the Middle Ages text they have been reading is informational text and there are many text features (headings, captions, etc.) that are helpful in navigating the text. Explain that the images in a chapter can also be useful in locating information, as the images usually relate to the text around them.
- Have students turn to Activity Page 2.6 as you display the Lords and Serfs Graphic Organizer. Discuss the parts of the graphic organizer and which information should go into each box.
- Explain that the graphic organizer is a useful tool that will highlight how different the lives of lords and serfs were during the Middle Ages. Explain that you will model how to scan text to locate information to complete a graphic organizer.
- Model the process of scanning the text, having students follow along in their Readers while you think aloud. As you model, periodically call attention to the use of nouns and adjectives in the notes you are creating.
- Point out that the first category on the graphic organizer is “Homes.” Explain that in order to take notes about the types of homes lords generally lived in during the Middle Ages, students must scan the text and images for keywords and specific information. (For example, you might say something like, “First I am going to look for information about how lords lived during the Middle Ages, about their homes, work, clothing, food, and amount of power. Some of this information will come from the text and other information might come from the images. Scanning the text, I see the word *lord* in bold in the first paragraph, so I will start there.”)
- As time allows, model how to complete the “Lords” column of the graphic organizer. Emphasize the importance of writing key information in the shortest form possible, and of paraphrasing, or writing the information in one’s own words. Remind students that images and captions can provide details as well. Students should write the page numbers for where they found each piece of evidence next to their paraphrased notes.

Materials

- Activity Page 2.6
- Lords and Serfs Graphic Organizer
- *Knights, Castles, and Chivalry*

Note

This chart, with the inclusion of direct quotations from the text and suggested paraphrasing, is provided for teacher reference. As you model, you should read the direct quote from the text and describe how to transform that quotation into a written paraphrase. Students should complete their graphic organizers with paraphrased notes from the text and page numbers where the information came from.

| Lords | | |
|-----------------|--|---|
| | Direct Quotation from Text | Suggested Paraphrase (Record the information in this column on the chart as you model) |
| Homes | p. 10 "lived in a relatively nice house" p. 11 "lived in his castle or manor house" | p. 10 -castle or manor house |
| Work | p. 10 "learned to read and write, ride a horse, become a skilled swordsman (boys), etc." p. 12 "serfs paid taxes to the lord...the lord ran a mill and even charged his serfs a fee to grind their grain into flour" p. 13 "the lord offered his serfs protection" | p. 10 -learned many skills, such as reading and writing, riding a horse, etc. p. 12 -received taxes from serfs -charged serfs for grinding flour p. 13 -protected serfs |
| Clothing | p. 10 "enough clothes to wear" [Students can describe clothing from the image found on page 10—the importance here is the contrast with serfs.] | p. 10 -enough clothes, may be nice as well |
| Food | p. 10 "enough food to eat" | p. 10 -plenty of food |
| Amount of Power | p. 11 "owned all the land around his home and often the nearby towns and villages, too...controlled the lives of most of the people who worked for him" | p. 11 -controlled land and towns near the castle -controlled the people who worked on the land and lived in the towns |

Wrap Up

- Ask students to summarize one piece of evidence obtained from the text and the way in which it was paraphrased.
- If necessary, you may allow students to complete the “Lords” column of the graphic organizer at the beginning of the next writing lesson. Or, you may choose to assign the completion of the “Lords” column of the graphic organizer for homework.
- Students should keep this graphic organizer in a safe place to complete for homework and/or use in future lessons, or you may wish to collect these to store for use in future lessons.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 2.7 to read to a family member and then complete.

Materials

- Activity Page 2.7

Lesson 3

Unit 2: The Middle Ages

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that in the Middle Ages serfs worked and fought for lords who, in return, provided protection and the use of land
- ✓ Describe some differences between the life of a lord and the life of a serf in the Middle Ages
- ✓ Explain that *feudalism* refers to a way of life based on land ownership and land use that existed during the Middle Ages

| LESSON AT A GLANCE | TIME | MATERIALS |
|---|---------|---|
| Reading | | |
| Close Reading: Chapter 2 "To the Manor Born" | 40 min. | Answer Key for Activity Page 2.7; Activity Page 2.7; <i>Knights, Castles, and Chivalry</i> |
| Word Work: <i>Loyal</i> | 5 min. | |
| Writing | | |
| Draft an Informative Paragraph | 45 min. | Elements of an Informative Paragraph Poster; Activity Page 2.6; Lords and Serfs Graphic Organizer |

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to contrast the lives of lords and serfs in the Middle Ages.

Writing: By the end of this lesson, students will be able to identify elements of an informative paragraph.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you can access a digital version of this and The Big Question in the digital components for this unit.

Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of “To the Manor Born.”

Writing

- Create an enlarged version of the Elements of an Informative Paragraph Poster for display. You will reference this frequently throughout this unit. Alternatively, you can access a digital version in the digital components for this unit.

Elements of an Informative Paragraph:

- topic sentence (introduces what you will describe)

- two or three detail sentences (uses five senses/sensory details and vivid language)

- concluding sentence (emphasizes the importance of topic from topic sentence)

A good topic sentence states the main point of your paragraph.

- specific subject

- specific attitude or feeling about the topic/why it is important enough to write about

Good Detail Sentences Include:

- sensory details: use “showing sentences” not “telling sentences”

- vivid language/picture in mind

- setting of topic/people’s feelings toward topic

A Good Concluding Sentence:

- retells topic sentence in a different way

- leaves reader with a BAM!/zinger/something memorable

- Display the enlarged version of the Lords and Serfs Graphic Organizer on Activity Page 2.6 with the “Lords” column completed during Lesson 2:

| | Lords | Serfs |
|-----------------|--|-------|
| Homes | - castle or manor house | |
| Work | - received taxes from serfs - charged serfs for grinding flour - protected serfs | |
| Clothing | - nice clothes | |
| Food | - enough food | |
| Amount of Power | - controlled land and towns near the castle - controlled the people who worked on the land and lived in the towns | |

Grammar; Morphology

- Collect Activity Pages 2.4 and 2.5 to review and grade since there are no grammar or morphology lessons today.

READING

45 minutes

Close Reading: Chapter 2 “To the Manor Born”

40 minutes

Review the Chapter

5 minutes

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 2.7, which was assigned for homework.
- Ask students if they have any questions about the excerpt “If You Were a Boy Serf.”
- Tell students they will reread Chapter 2, “To the Manor Born.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Read the purpose for reading from the board/chart paper.

Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of “To the Manor Born.”

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

How were the lives of serfs and lords different from one another?

Materials

- Answer Key for Activity Page 2.7
- Activity Page 2.7
- *Knights, Castles, and Chivalry*

Note

Close reading lessons present excellent opportunities to ensure that English learners and other students who need additional support fully comprehend a reading selection.

Close Reading

The practice of close reading involves directing students' attention to specific aspects of a text. The guided reading supports in this close reading of Chapter 2, "To the Manor Born," are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students' understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

Read “To the Manor Born”

25 minutes

- Read the title of the chapter together as a class, “To the Manor Born.” As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

A [Have students read the first paragraph on page 10 silently.]

B VOC Look at the sentence *If you lived during the Middle Ages, your life followed one of a few set paths.* The word *path* has a few different meanings. A path is an actual track on the ground on which people and animals can walk. As it is used in this sentence, however, it does not mean an actual track on the ground.

Inferential How is the word *path* used in this sentence?

» A path can also be a choice you make in life, such as the kind of job you do as an adult. The author is using this meaning of the word *path* in this sentence.

C VOC Inferential What words or phrases provide clues to the meaning of *privileged*?

» Possible clues in the text include: *enough food and clothes; relatively nice house; servants, too; one of the few who learned to read and write; learned to ride a horse; become a skilled swordsman; girls learned to embroider, to dance, and to play a musical instrument; etc.*

What clues do you get from the images on pages 10 and 11?

» The people in the image on page 10 are dressed in nice clothes, and the people are not working in the fields as are the serfs in the images on page 11.

D [Have students read the second paragraph on page 10.]

E SYN/VOC Inferential The text says, “In the early Middle Ages, nearly everyone in Europe worked on the land.” The author uses the phrase *nearly everyone* to mean almost every person. *Worked on the land* means that they performed work outside, such as farming, tending to the animals, etc.; they did not work in a shop or a factory. What do you think the author means by “nearly everyone in Europe worked on the land”?

» The author means almost everyone did some type of work that involved the land, such as farming or tending to the animals that were raised for food.

Chapter 2

To the Manor Born

THE BIG QUESTION
How were the lives of serfs and lords different from one another?

A

If you lived during the Middle Ages,

B your life followed one of a few set paths. If you were the child of a king and a queen or a **lord** and a **lady**, you lived a **privileged** life. You had enough food to eat and clothes to wear. You lived in a relatively nice house. You had servants, too. You may have been one of the few who learned to read and write. You even learned to ride a horse. If you were a boy, you learned to become a skilled swordsman. Privileged girls may have learned to embroider, to dance, and to play a musical instrument. Occasionally girls, too, learned to read. As a privileged child, you likely grew up to become a king or a queen, or a lord or a lady, yourself. **C**



Privileged family in the Middle Ages

D

But most people in the Middle Ages were not privileged. In the early Middle Ages, nearly everyone in Europe worked on the land. Most farmworkers were called serfs. Serfs grew the food and tended to the livestock, or animals that fed the people. Some had more freedom than others and were called freemen. Serfs were at the bottom of the social order and had the least amount of power. **E**

Serfs usually spent their entire lives working on a landowner's or lord's estate. In return for the work they did, the lord allowed serfs to use some of the land to grow their own food. The lord lived in his castle or manor house. He owned all the land around his home and often the nearby towns and villages, too. The lord also controlled the lives of most of the people who worked for him. **F**



Serfs worked on the land throughout the year.

Serfs were not educated. They did not learn to read or write. If serfs wanted to travel to a nearby town, they needed permission from the lord. When serfs wanted to marry, the lord had the right to approve or disapprove of the match. When serfs had children, those children usually grew up to work as serfs for the same lord. **G**

F [Have students turn to page 11 and locate the final sentence of the first paragraph. Read that sentence aloud and then have students reread the sentence silently.]

VOC Literal What does the word *controlled* mean in this sentence?

» It means the lord had power to tell the serfs what to do.

G COMP Evaluative How were the lives of lords and serfs different from one another in the Middle Ages?

» The lord was privileged and had power over his manor, the surrounding land, nearby villages, and all the people on his land and in the nearby villages. In contrast, there were many serfs, and they had low status and no power. They did as the lord told them.

- A** [Have students read the third paragraph on page 12 silently.]

VOC When the text says “serfs paid taxes to the lord,” it means they gave him money, crops, and livestock as payment for living on his land.

- B** [Have students read the first sentence in the last paragraph on page 12 silently.]

VOC Inferential Based on the entire sentence, what do you think it means when the text says, “If crops failed”?

» It means if crops did not grow and there was no food.

Which part of the sentence gives you a clue about the meaning of the phrase *crops failed*?

» The phrase *people struggled to survive* gives a clue as to the meaning of the phrase *crops failed*.

In the Middle Ages, serfs worked on farmland that was divided into strips. The serfs spent about half of their time working for the lord. The rest of the time, they worked on the strips of land where their own crops were grown.

Most serfs lived in small, simple houses in or near a village. Their houses were made from wood and mud. The roofs were thatched, meaning they were made from rushes, or straw. They usually had just one room. Serfs slept on straw beds. Inside each house was a small fireplace for cooking. Smoke from the fire escaped through a hole in the roof.

- A** The lord increased his wealth in many different ways. In addition to working the farmland for the lord, serfs paid taxes to the lord in the form of money, crops, and livestock. Sometimes the lord ran a mill and even charged his serfs a fee to grind their grain into flour.

- B** If crops failed or illness struck, people during the Middle Ages struggled to survive. In times of hardship, the lord did not always come



12

C

to the aid of his serfs. Even when food supplies were low, serfs were not allowed to hunt in the lord's forests. However, to avoid starving, people sometimes hunted illegally. This was called poaching, and serfs who were caught poaching were severely punished.

Some farmworkers were freemen. Freemen were not under the same strict control of the lord. If a serf ran away from his home, and managed to live for a year and a day in a town without being found, he could become a freeman, too.

D

The Middle Ages was a violent time compared to how we live today. There were frequent wars and uprisings, including rebellions against the king by **rival** nobles. The need for armed protection shaped medieval society. Usually, high-ranking nobles swore their loyalty to the king and lords swore their loyalty to higher-ranking nobles. Freemen and serfs had to be **loyal** to their lord. In exchange for their loyalty, the lord offered his protection. If the lord needed to raise an army, he would require freemen on his estates to serve as foot soldiers.



13

C SYN Inferential The author says, “Even when food supplies were low, serfs were not allowed to hunt in the lord’s forests. However, to avoid starving, people sometimes hunted illegally.” The author uses the word *however* in the second sentence to signal a contrast or difference taking place. Taken together, what do these two sentences mean?

» Although hunting in the lord’s forests was not allowed, serfs did hunt there some of the time so they wouldn’t starve.

D [Have students read the last paragraph on page 13 silently.]

COMP Inferential In this paragraph, the author describes the structure of society in the Middle Ages. How was medieval society structured?

» It was structured so people at higher levels of the social structure (such as kings and nobles) provided protection to groups at a lower social level, and those at lower levels of the structure swore their loyalty to people at the higher levels of the structure.

Why was it structured in this way?

» Medieval society was structured this way to address the need for armed protection because it was a violent time, compared to how we live today.

A [Read the first two sentences on page 14 aloud.]

COMP Literal What did working a full day mean for a boy serf?

» working from before the sun is fully risen until the sun is setting

B [Direct students to the image at the bottom of page 14 and its caption.]

COMP Inferential Based on what you read in the text, what season is shown in this image? How do you know?

» early summer; The caption says the boy is chasing the birds away from the crops, and the text says serfs kept hungry birds and insects away from crops in the summer. Because the crops are very small in the picture, it must be the early part of summer.

If You Were a Boy Serf

A From an early age, you work a full day. You wake up just before sunrise and go to sleep when it is dark. For breakfast, you have rye bread and water, or perhaps watery ale. Even before the sun is fully risen, and regardless of the



Boy serf plowing fields

weather, you begin your work on the land. In springtime, you are busy plowing and planting seeds. You assist in the delivery of baby lambs and calves. At midday, you walk home for a simple meal of rye bread and maybe a small piece of cheese. After lunch, you return to work, cutting logs for the lord's fire.



Boy serf chasing birds away from crops

In the summer months, you tend to the crops you planted in the spring. You keep the hungry birds and insects away from the growing crops.

Autumn, the time to harvest crops, is perhaps the busiest time of all. You help your mother and sisters pick fruits and berries, which they preserve and store for the winter. Using a simple tool



Boy serf harvesting grain

called a **scythe**, you harvest grain crops such as wheat, oats, rye, and barley. You help store the grain. A good harvest makes everyone, especially the lord, very happy. It means there is food to eat during the winter months. A good harvest is a time of celebration for all.

C Nevertheless, you have to get used to having less food to eat in the wintertime, and to feeling hungry and cold more often than not. At times, your parents find it difficult to make ends meet. Even **D**

if ice and snow lay upon the frozen earth, you still have jobs to do.

You have to feed and care for the livestock. You repair fences and barns. All the while, you continue to work on your family's strips of land. Each evening as the sun is setting, you return home quite exhausted. You end your day with a meal called pottage that your mother or sisters have prepared. Pottage is a vegetable stew with grain and a tiny piece of meat or fish in it. After a good night's sleep, you will wake up and do it all again!



Serf family eating a meal together

C [Read the first two sentences of the first full paragraph on page 15 aloud.]

SYN Inferential The author says, "Nevertheless, you have to get used to having less food to eat in the wintertime, and to feeling hungry and cold more often than not." The word *nevertheless* is used as a signal that, despite what was just described, something will happen. In this text, the two sentences say, "A good harvest is a time of celebration for all. Nevertheless, you have to get used to having less food to eat in the wintertime, and to feeling hungry and cold more often than not." Taken together, what do these two sentences mean?

» Although a good harvest is a positive thing, and a cause for celebrating, serfs would still have many times in the winter when they were cold and hungry.

D LIT/VOC When the author says, "Your parents find it difficult to make ends meet" he or she is using an idiom. An idiom is a phrase whose meaning is different from the literal meaning of the words used in the phrase. This phrase means they didn't always have enough money or food on which to live.

Support Tell students that an idiom is a literary device. Remind students that they learned about literary devices in the *Brown Girl Dreaming* unit. Review that literary devices are types of figurative language to better explain an idea, bring more attention to a particular event, encourage the reader to feel a certain way, clarify a point, illustrate a scene, or add to a description. Authors also use literary devices simply to make the text more interesting or engaging.

Note

This Wrap Up relates to The Big Question of the chapter

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Ask students to provide a brief description contrasting the lives of serfs and lords.
 - Answers may vary, but should include the following information:
 - » Lords were privileged and had more power than serfs.
 - » Lords controlled their land, or manor, and those who lived on it, as well as surrounding villages and those who lived in them.
 - » Lords allowed serfs to grow their own crops in return for growing crops for the lord and his family.
 - » Lords received taxes from serfs and offered them protection.
 - » Most people in the Middle Ages were serfs.
 - » Serfs worked and lived on land owned by the lord and had little power.
 - » Serfs lived difficult lives and endured hard daily work growing crops and tending to livestock.

Word Work: *Loyal*

5 minutes

1. In the chapter you read, “Freemen and serfs had to be loyal to their lord.”
2. Say the word *loyal* with me.
3. *Loyal* means showing complete faithfulness and support.
4. Even when Charlotte made new friends at school, she remained loyal to her best friend, Olivia.
5. What are some examples of people or things that are loyal? Be sure to use the word *loyal* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I would describe _____ as being loyal. “ or “I think _____ is loyal because . . .”]
6. What part of speech is the word *loyal*?
 - » adjective

[Use a *Discussion* activity for follow-up.] Describe a time when you have been loyal to someone or when someone has been loyal to you. Be sure to begin your responses with “I was loyal when . . .” or “_____ was loyal to me when . . .”

Draft an Informative Paragraph

Model Drafting a Topic Sentence

- Tell students you will show them how to use their notes from the Lords and Serfs Graphic Organizer on Activity Page 2.6 to compose an informative paragraph describing the life of a lord during the Middle Ages.
- Note that students practiced writing descriptive personal narrative paragraphs as part of the *Brown Girl Dreaming* lessons. The basic elements of an informative paragraph are identical to those students practiced in the *Brown Girl Dreaming* lessons. The difference, however, is that the informative paragraphs will be written using notes taken from the informational chapters in *Knights, Castles, and Chivalry*.
- Review the structure of an informative paragraph, using the Elements of an Informative Paragraph Poster.
- Model how to create a topic sentence using the information in the graphic organizer. Reference the charts and remind students that a topic sentence should include a specific subject important enough to write about. After students complete the “Lords” column of the graphic organizer, guide them to conclude that lords had power over serfs. This general summary statement about lords is an effective topic sentence because it helps the writer to stay focused and to write about one consistent topic in the paragraph.
- Remind students they can revise the topic sentence after the paragraph has been drafted, if needed.
- A great sentence starter begins with the topic of this unit. Here are a few possibilities you could model by writing on the board/chart paper:

| |
|---|
| In Europe in the Middle Ages, a lord was a powerful member of society. |
| During the Middle Ages, lords had most of the money and power. |
| During the Middle Ages, a lord controlled the land and the people who worked on it. |

- Explain that a good topic sentence states the main idea of the paragraph.

Model Drafting Detail Sentences

- Next, model how to create detail sentences using notes from the Lords and Serfs Graphic Organizer. There are five categories on the graphic organizer (Homes, Work, Clothing, Food, Amount of Power), but students should choose the three most interesting categories (those that have the most information next to them in the graphic organizer) to transform into detail sentences. For example, clothing and food have very few notes, so we would not choose those categories for our detail

Materials

- Elements of an Informative Paragraph Poster
- Activity Page 2.6
- Lords and Serfs Graphic Organizer

Note

The first 10 minutes of this writing lesson may be used to complete the graphic organizer from the previous writing lesson.

sentences. Circle the category labels “Homes,” “Work,” and “Amount of Power” on the displayed graphic organizer and tell students you will use these categories to inspire your detail sentences.

- Explain that because the notes in the graphic organizer are paraphrased fragments (in our own words), they must be transformed into sentences to create the three detail sentences: one about homes, one about work, and one about power.
- Remind students that complete sentences have subjects (who or what the sentence is about) and predicates (what the subject is doing). Sentence fragments can be transformed into sentences by adding the part of the sentence that is missing, either a subject or a predicate.
- Here are some example detail sentences you could model by writing on the board/ chart paper:

In Europe in the Middle Ages, a lord was a powerful member of society. Lords lived in castles or manor houses. (homes) They made money by collecting taxes from serfs and fighting other lords. (work) They owned the land all around them and controlled the lives of the people who worked on the land. (power)

- Explain that it is sometimes helpful to reorder the detail sentences in a paragraph to make the paragraph sound better. Tell students that you will switch the order of the last two detail sentences, as *owning the land around them* seems like an important detail. It makes sense for this to come after the descriptions of the homes of lords.

In Europe in the Middle Ages, a lord was a powerful member of society. Lords lived in castles or manor houses. (homes) They owned the land all around them and controlled the lives of the people who worked on the land. (power) They made money by receiving taxes from serfs and fighting other lords. (work)

- Tell students that transition words and phrases are helpful for making sentences sound good together in a paragraph.
- Model adding the transition words *in addition* to the beginning of the detail sentence about work to emphasize how powerful lords were during the Middle Ages—so powerful that in addition to owning the land and controlling other people, they could make extra money by receiving taxes and fighting other lords. This also helps to vary how each sentence starts.

In Europe in the Middle Ages, a lord was a powerful member of society. Lords lived in castles or manor houses. (homes) They owned the land all around them and controlled the lives of the people who worked on the land. (power) In addition, they made money by collecting taxes from serfs and fighting other lords. (work)

Model Drafting a Concluding Sentence

- Reference the chart and remind students a concluding sentence retells the topic sentence in a different way. The concluding sentence should be something that makes the reader remember the topic of the paragraph (what you are describing; in this case, lords in the Middle Ages). The following are a few possibilities for a concluding sentence you could model by writing on the board/chart paper:

| |
|---|
| Lords were high up in society. |
| Lords were powerful members of medieval society because they had most of the land and money. |
| Lords were more powerful than serfs because they had the right to control much of the serfs' lives. |

Wrap Up

- Read the drafted paragraph aloud, and ask students to describe the elements of the informative paragraph you drafted, using the poster as a guide.
- If time allows, you may choose to have students begin taking notes in the “Serfs” column of their graphic organizers. Students will have time in the next writing lesson to work on the “Serfs” column of the graphic organizers.

Lesson 4

Unit 2: The Middle Ages

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain the link between violence in the Middle Ages and the need for soldiers, including some called knights
- ✓ Describe the concept of chivalry and explain its importance to knights
- ✓ Describe the general layout of a castle and identify it as a place built more for protection than for comfort

| LESSON AT A GLANCE | TIME | MATERIALS |
|---|-----------------------|--|
| Reading Small Group: Chapter 3 “Gloomy Castles and Jousting Knights” Word Work: <i>Influential</i> | 40 min. 5 min. | <i>Knights, Castles, and Chivalry</i> ; Activity Pages 2.3, 2.6, 4.1, 4.2 |
| Grammar Practice Nouns and Adjectives | 15 min. | Nouns and Adjectives Poster; Activity Pages 4.3, 4.4 |
| Morphology Practice Prefixes <i>un-</i> and <i>non-</i> | 15 min. | Activity Page 4.5 |
| Writing Take Notes Using a Graphic Organizer | 15 min. | Activity Page 2.6; Lords and Serfs Graphic Organizer; <i>Knights, Castles, and Chivalry</i> |
| Take-Home Material Reading | * | Activity Page 4.6 |

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to explain why knights and castles were needed in the Middle Ages.

Grammar: By the end of this lesson, students will be able to identify nouns and adjectives in sentences and identify the relationship between nouns and adjectives in sentences.

Morphology: By the end of this lesson, students will be able to distinguish between root words and words with the prefixes *un-* and *non-* and use those words correctly in sentences.

Writing: By the end of this lesson, students will be able to paraphrase direct quotations from text.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you can access a digital version of this and The Big Question in the digital components for this unit.

Read carefully to find out the role of knights and castles in the Middle Ages.

Grammar

- Write the following sentences on the board/chart paper:

| |
|--|
| Castles were cold and gloomy places. |
| An orange fire glowed inside the dark castle. |
| Small windows and tiny candles offered little light. |
| The first castles were wooden forts. |
| The moat was a deep trench. |

Writing

- Display the enlarged version of the Lords and Serfs Graphic Organizer with the “Lords” column completed during Lesson 2.

| | Lords | Serfs |
|-----------------|--|-------|
| Homes | - castle or manor house | |
| Work | - received taxes from serfs - charged serfs for grinding flour - fought other lords | |
| Clothing | - nice clothes | |
| Food | - enough food | |
| Amount of Power | - controlled land and towns near the castle - controlled the people who worked on the land and lived in the towns | |

Materials

- Knights, Castles, and Chivalry
- Activity Pages 2.3, 2.6, 4.1, 4.2

READING

45 minutes

Small Group: Chapter 3
“Gloomy Castles and Jousting Knights”

40 minutes

Review

5 minutes

- Review that lords paid serfs with land instead of money. Lords were powerful and in charge of large amounts of land and the serfs who worked on the land. Lords controlled most aspects of serfs’ lives. You may wish to briefly review the Lords and Serfs Graphic Organizer from from Activity Page 2.6 with students before this lesson.

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 3, “Gloomy Castles and Jousting Knights.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- In this chapter, students will learn about knights and castles and their role in the Middle Ages.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *armor*.
- Have them find the word on page 18 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *armor*, then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 4.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

- 1. **armor, n.** a protective metal covering used to keep a person safe from injury during battle (**armored**) (18)
- 2. **esteemed, adj.** highly regarded; admired (18)
- 3. **influential, adj.** having power to change or affect important things or people (19)
- 4. **title, n.** a name that describes a person’s job or status (19)
- 5. **ransom, n.** money that is paid to free someone who was captured (19)
- 6. **aspiring, adj.** hoping to be or become something (20)
- 7. **enclose, v.** to surround; close in (**enclosed**) (23)
- 8. **siege, n.** a situation in which soldiers or police officers surround a city or building to try to take control of it (23)

| Vocabulary Chart for Chapter 3 “Gloomy Castles and Jousting Knights” | | |
|--|---------------------------------|---|
| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
| Core Vocabulary | armor siege | esteemed influential title ransom aspiring enclose |
| Spanish Cognates for Core Vocabulary | | estimado influyente título |
| Multiple-Meaning Core Vocabulary Words | | title |
| Sayings and Phrases | | |

- Read the purpose for reading from the board/chart paper.

Read carefully to find out the role of knights and castles in the Middle Ages.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

Why was there a need for knights and castles during the Middle Ages?

Establish Small Groups

Before reading the chapter, divide students into two groups using the following guidelines:

✪ **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students may complete Activity Page 4.2 with your support during reading.

✪ **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete Activity Page 4.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 4.2 correctly. You may choose to do one of the following to address this:

- collect the pages and correct them individually
- provide an answer key to students to check their own or a partner's work after they have completed the activity page
- confer with students individually or as a group at a later time

Over the course of the year, students may change groups, depending on individual students' needs

Read “Gloomy Castles and Jousting Knights”

20 minutes

- The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.
- Remind students, particularly those in Small Group 2, that if they complete the reading and Activity Page 4.2 before you call the class back together, they may research the answers to the Medieval Musings on page 27 of the Reader, as well as any other Medieval Musings in previous chapters. They may also do the Letter Quest activity on that page and record their answer on Activity Page 2.3.

A [Read the first paragraph on page 18 aloud.]

B Inferential What was happening in the Middle Ages that often required young men to become fighters? [Have students record the answers to question 1 on Activity Page 4.2.]

» There were rivalries between nobles, wars with other nations, and violence between neighbors.

[Point out that the root word for *rivalries* is *rival*, which they learned in an earlier lesson. Remind students that *rival* is an adjective, such as *rival nations*, meaning “competing nations,” and explain that *rivalries* is a noun, meaning “competitions” or “conflicts.”]

C Literal [Read the second paragraph on page 18. Remind students to use headings, subheadings, images, and captions to better understand the text. These features help to organize and better explain the information in the chapter. Point to the images on pages 18 and 19, and ask students to read the captions and, using information provided in the text, identify items used for protection.]

» pike, chainmail, crossbow, armor

D Inferential [Reread the last sentence in the second paragraph on page 18.] The use of *however* in this sentence tells the reader that the author is about to introduce information that contrasts with the information in the paragraph about ordinary soldiers. A knight that is esteemed would have been highly regarded or admired, unlike most ordinary soldiers. Would that make him higher or lower than a serf in the feudal system?

» higher

Chapter 3

Gloomy Castles and Jousting Knights

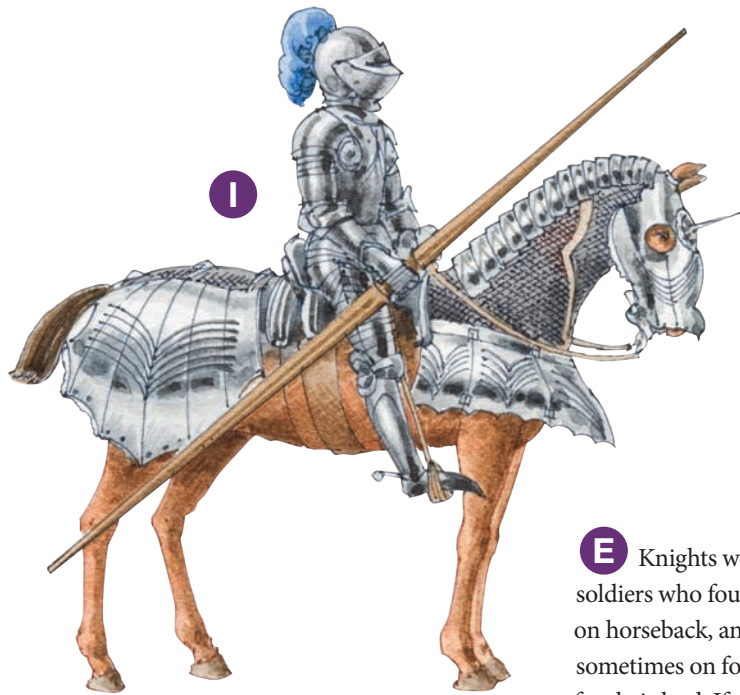
THE BIG QUESTION
Why was there a need for knights and castles during the Middle Ages?

A Whether rich or poor, young men in the Middle Ages learned how to use a weapon of some kind. Rivalries between nobles, wars with other nations, even violence between neighbors required that they be able to fight. When a lord needed to raise an army, he turned to those he governed. **B**

C In the Middle Ages, ordinary foot soldiers were trained to fight with an axe and a long spear called a pike. Others were trained to be skillful archers and crossbowmen. Some foot soldiers might have worn chainmail, an early form of metal **armor**, but most had padded coats and carried daggers. However, the most **esteemed** soldiers were knights. **D**



Crossbowman and pikeman



Knight in suit of armor riding armored horse

E Knights were soldiers who fought on horseback, and sometimes on foot, for their lord. If

you wanted to be a knight, you had to be able to afford horses and armor. You also had to find someone willing to train you. Because it was very expensive to become a knight, these mounted warriors were usually sons of wealthy, **influential** members of society. **F**

G Being a knight was one way of making a fortune. If you were involved in successful battles and wars, you might receive money or land as payment for your services. Sometimes a king might also reward you with a **title**. Having a title usually meant that you were an influential member of society. Knights also made money by looting and by holding certain people for **ransom**. **H**

19

E [Read the first paragraph on page 19.]

F *Evaluative* What are two differences between foot soldiers and knights? [Have students record the answers to question 2 on Activity Page 4.2.]

Answers may vary, but may include the following:

- » Foot soldiers did not fight on horseback; knights did.
- » Most foot soldiers had padded coats; knights wore armor.
- » Foot soldiers did not receive much training; knights were better trained.

G [Read the last paragraph on page 19.]

H [Explain that the word *title* has several meanings. Students will be most familiar with the definition of *title* meaning “the name given to a book, movie, play, etc.” A title is also the word or name given to a person based on his job or status. This is the way the word *title* is used here.]

Literal [Explain that *holding certain people for ransom* means keeping people prisoner until someone paid them money for their release.] What were some ways knights made money?

- » receiving money and land as payment for being involved in battles or wars; looting; holding certain people for ransom

I *Evaluative* [Point out the armor on the knight and on the horse in the image.] Armor protected knights and their horses from harm. [Have students describe the differences between the armor of the ordinary foot soldiers on page 18 and the armor on the knight on page 19.] What does the difference in armor tell you about who could become a knight in the Middle Ages?

- » Knights had better armor and fought on horseback, both of which were expensive, so knights had to be from wealthy families.

A [Have a student read the first paragraph on page 20. Then have students flip back to the image on page 19. Explain that the knight in the image on page 19 is holding a lance, which is mentioned in the paragraph they just read on page 20.]

B Inferential Based on the way it is used in this paragraph, what do you think the word *aspiring* means?

» hoping to become a knight

C Inferential [Read the second paragraph on page 20 aloud.] To groom and saddle a horse means to clean and care for it and to put a saddle on its back. What are some differences between a page and a squire?

» A squire has more responsibility than a page, and he learns more challenging skills.

D Literal How did each step in a knight's training prepare him for knighthood? [Have students record the answers to question 3 on Activity Page 4.2.]

» They left their homes at a young age. This prepared them because it took many years to become a knight, so they had to start at an early age.

» They learned to use a sword, ride a horse, and wield a lance. These are some of the basic skills a knight would use, and they had to learn this before moving on to more challenging skills.

» They later learned to fight while riding a horse and carrying a heavier lance. As a knight, the young man would be required to fight on horseback while carrying a heavy lance.

If You Were A Knight



Young boy training to be a knight

A Our training to become a knight begins at a young age. You leave home to live with a family friend or relative who has agreed to train you. In the first several years of your training, you help to dress and to serve the lord. You are known as a page. During these early years as an **aspiring** knight, you probably learn to use a sword, to ride a horse, and to wield a lance, or long wooden pole with a metal tip. Later, when you are ready to learn more challenging skills, you become a squire.

C Although you are still a servant, as a squire you are now responsible for grooming and saddling the lord's horses. You are also responsible for cleaning and polishing his armor. You learn how to fight while riding a horse. You learn to use other weapons, including a heavier lance. This part of your training lasts for several years.



Squires learned to fight with swords.

E If you are a successful squire, you might be knighted by the lord. In what is called the dubbing ceremony, the lord taps you on the shoulder with the flat part of his sword. Then, a priest might bless you with a prayer.



King knighting a squire

The Way of the Knight

F



Knights were supposed to be brave in battle.

lord. They were required to honor and protect the Church and weaker members of society. They were also expected to treat other knights captured in battle as honored guests until a ransom was received. Sometimes it took months before a captured knight's family paid up. Once payment was received, the captured knight was free to go home.

In France in the 1100s and 1200s, certain expectations about how knights should behave in society were developed. The term *chivalry*, which refers to a warrior horseman or knight, became the term used to describe these expectations. These ideas of chivalry spread to other European countries. Knights were expected to serve their



A knight was expected to guard and protect weaker members of society.

E *Literal* [Have a student read the first paragraph on page 21.] What was the purpose of the dubbing ceremony and what took place during it?

- » It was the ceremony during which a young man became a knight. The lord would tap the knight on the shoulder with the flat part of his sword, and a priest might bless the knight with a prayer.

F *Literal* [Read the paragraph in the text box titled "The Way of the Knight."] What is chivalry?

- » *Chivalry* refers to the way knights were expected to behave.

How were knights expected to behave?

- » Knights were expected to serve their lord; honor and protect the Church and weaker members of society; treat knights captured in battle as honored guests; release captured knights when a ransom was received.

A Inferential [Read page 22 aloud. Explain that the word *charge* has several meanings.] One meaning of the word *charge* is to supply with power or energy. The word *charge* here means to rush toward something. Why is this section of text titled “Charge!”?

» In a jousting match, knights would rush toward one another with lances.

B Literal Why would a knight take part in a jousting match?

» He could prove his strength and fighting abilities; he could gain respect; and he could win a generous prize.

C Inferential You read that knights fought in jousting matches and that other people came to watch the matches. How did those spectators feel about attending the matches?

» Spectators liked watching the matches because they were exciting events.

Which statement from the text best supports the answer to this question? [Have students record the answers to question 4 on Activity Page 4.2.]

» “For the privileged, attending the jousting matches was considered to be a day of excitement and entertainment.”

Charge! **A**

Knights could prove their strength and abilities by taking part in jousting matches. Jousting matches were mock, or pretend, battles between two or more knights. Knights rode horses, wore full armor, and carried lances. Those who took part in jousts did so to gain respect and possibly a generous prize. For the privileged, attending the jousting matches was considered to be a day of



Jousting was a popular sport.

excitement and entertainment. It was very much like watching a football or baseball game today. When the joust began, the knights charged at each other. With the aid of a lance, each knight attempted to knock his opponent off his horse. **B C**



Knights competing in a joust

Cold, Dark, and Gloomy

D Many kings and nobles lived in castles. Castles provided the inhabitants, or people who lived there, with a certain amount of protection from the enemy. They were also fairly safe places to store weapons and food supplies. The first castles were wooden forts. Later, people built stronger castles made of stone.



Modern reconstruction of wooden castle



Stone castle in France

E Castle walls sometimes **enclosed** a series of small buildings, like a little town. The castle had a water supply within the walls. Residents also needed a good supply of food inside so they could withstand a **siege**. For added protection, some castles were surrounded by moats. The moat

was a deep trench, often filled with water. Sometimes there was a drawbridge that could be raised or lowered. Over time, castles became more elaborate with interior courtyards, living quarters for soldiers, and stables.

By today's standards, life in a castle was not very pleasant. Castles were cold and gloomy. They were designed for protection, not comfort. Most castles had only a few rooms. There was typically a Great Hall, a kitchen, and two or three private chambers, or rooms, for the lord and his family. There was no bathroom, just a tiny alcove that jutted out of the castle wall. The contents of the toilet emptied into the moat or a pit directly below. Can you imagine the smell?



Castle in England with moat

F

23

D [Have a student read the first paragraph on page 23.] In this paragraph, the word *store* means to put away for future use.

E *Literal* [Read the last two paragraphs on page 23.] Find three pieces of evidence from the text that demonstrate how a castle might protect its inhabitants from an enemy siege. [Have students record the answers to question 5 on Activity Page 4.2.]

» A castle had its own water supply; a drawbridge could be raised to prevent enemies from entering the castle, and a moat, often filled with water, would be difficult to cross to reach the castle.

F *Literal* Do you think castles were built more for comfort or for protection? Cite evidence from the text to support your response.

» They were built more for protection. They were often made of stone, which was strong but not comfortable, and many of the features of a castle were meant for protection, including a moat and a drawbridge.

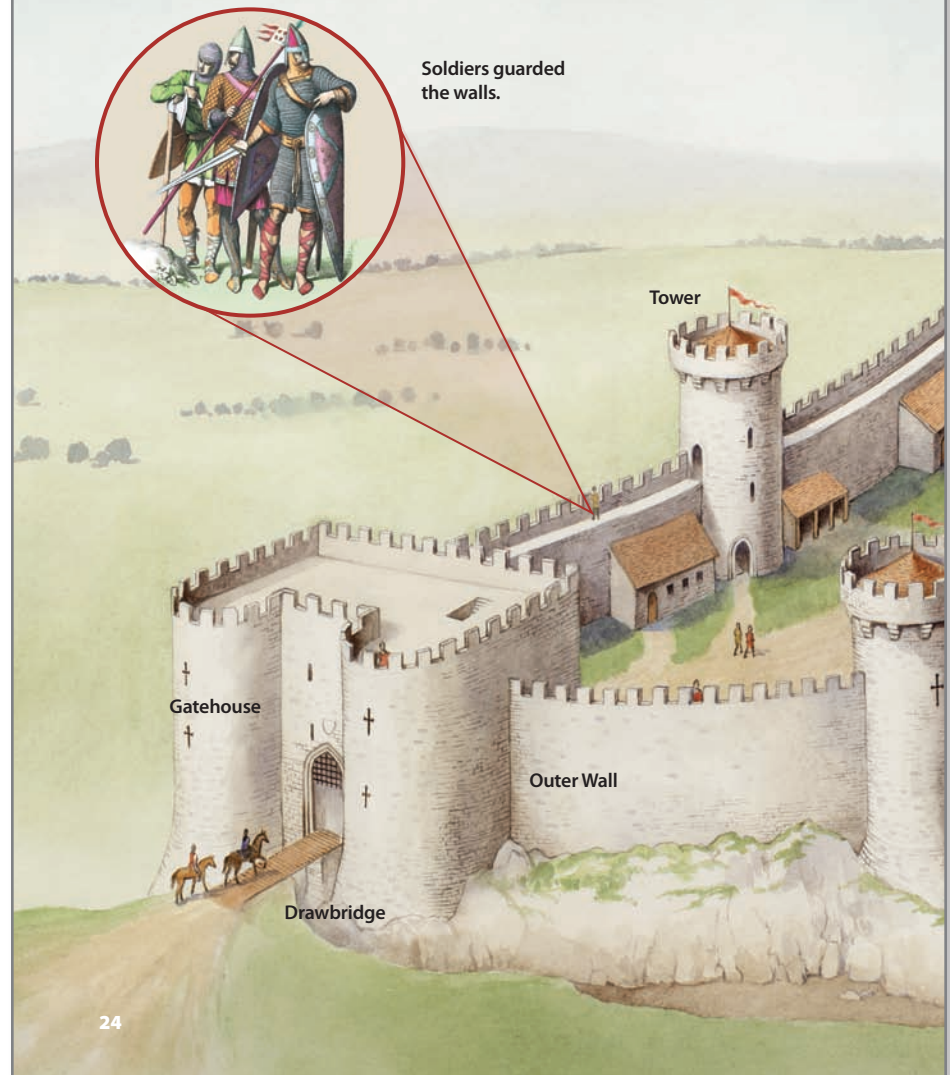
A Inferential How does this image help you to visualize the following sentence?

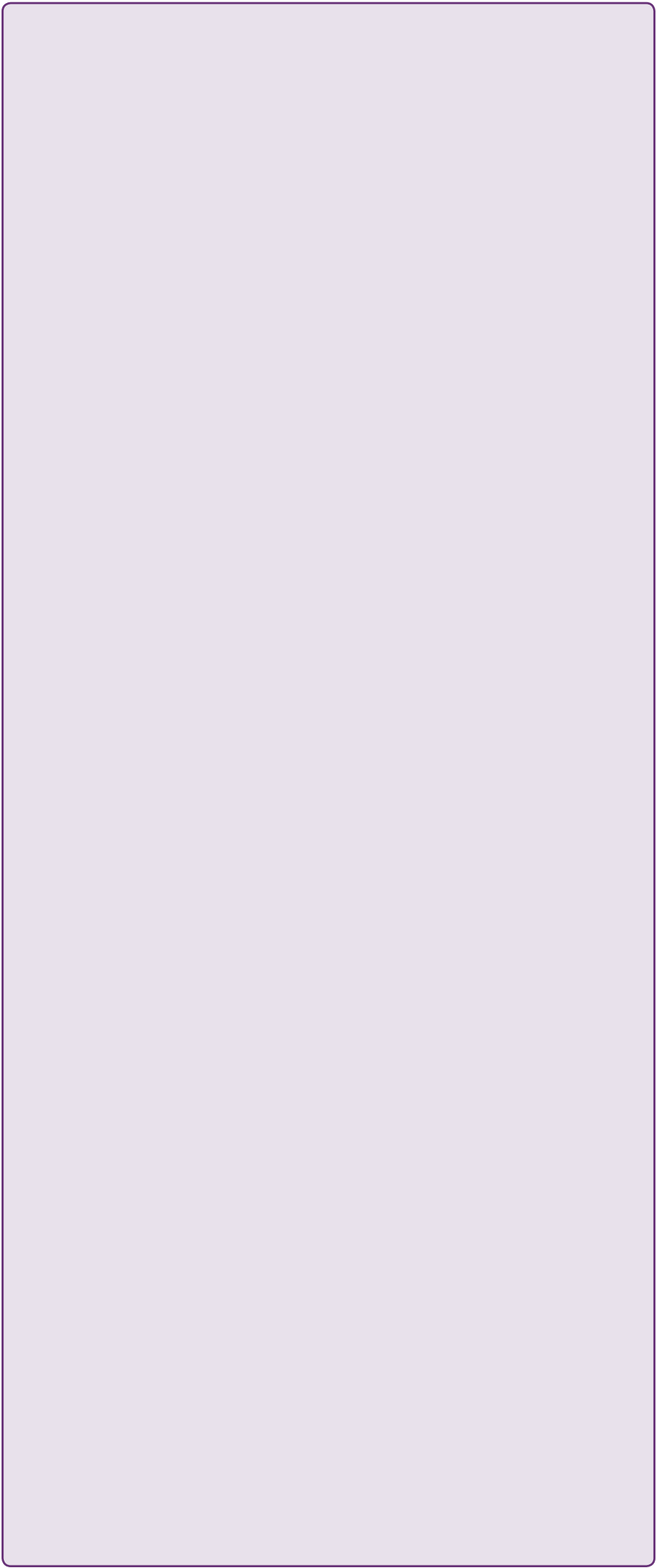
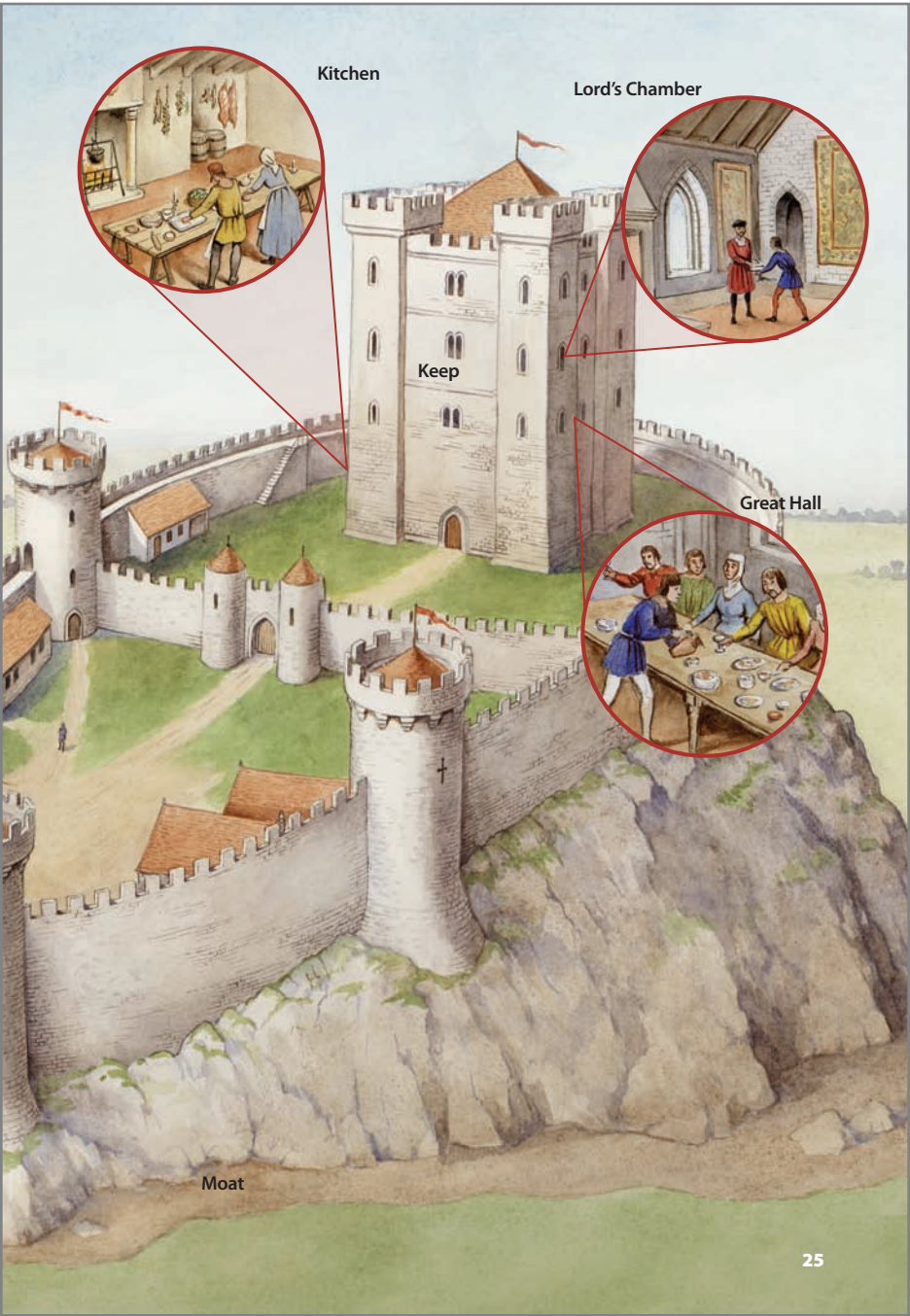
Castle walls sometimes enclosed a series of small buildings, like a little town.

- » Answers may vary, but should use evidence from the image such as the high, stone walls surrounding the castle, the individual buildings lining the interior of the wall, and the castle itself.

A

A Medieval Castle





A [Read page 26 aloud.]

Literal What took place in the Great Hall in a castle?

- » Family members and guests gathered in the Great Hall for meals and entertainment, and servants slept there.

B **Evaluative** Based on what you learned in previous chapters about the differences between serfs and privileged people, such as noble men and women, why do you think serfs and their children would likely not have been able to enjoy music and dancing?

- » Answers may vary, but may include the fact that the serfs would have been too busy completing all the work they had to do for the lords and would not have had time for music and dancing.



A castle's Great Hall had many uses.

A The Great Hall was where family members and their guests gathered. Meals were served in the Great Hall. Entertainers performed there, and guests and even servants slept there. Buckets of hot coals or fireplaces provided the fire needed for heat and cooking. Small windows and candles offered little light.

Traveling storytellers, minstrels, and troupes of actors often visited a castle. Quite often, jesters lived in the castle, ready to perform whenever requested. Noble children and adults in the Middle Ages enjoyed music and dancing. They played outdoor sports as well. Tennis, croquet, and bowling all began as lawn games during this period in history.



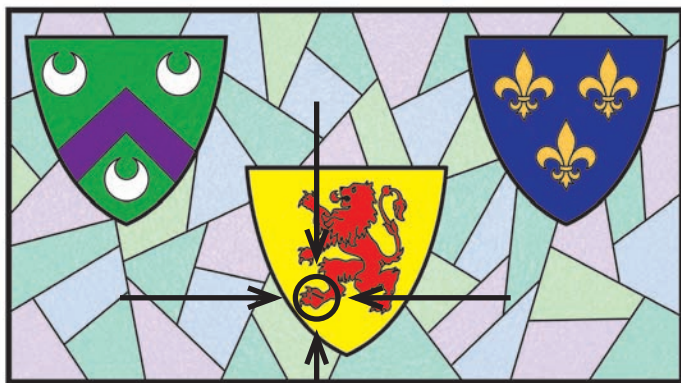
Medieval musicians

© Medieval Musings

1. The invention of new weapons brought an end to the era of knights and jousting. What were these noisy weapons called?
2. If a knight dishonored himself in some way by being disloyal or dishonest, he stood trial before a very important member of society. Who would have been his judge?

Letter Quest

Find the letter in this stained-glass window and record it on Activity Page 2.3.



27

- C [As time permits, you may have students conduct independent research to find the answers to the questions posed in the Medieval Musings. They may also find the hidden letter in the Letter Quest and record it on Activity Page 2.3.]

Note

Question 1 relates to The Big Question for this chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapter:

1. *Inferential* Why was there a need for knights and castles during the Middle Ages?
 - » There were rivalries between nobles, wars with other nations, and violence between neighbors that created a need for protection.
2. *Inferential* Indicate two ways in which foot soldiers and knights were different.
 - » different clothing; different weapons; knights were more esteemed
3. *Inferential* Describe at least two features of a castle that let you know it was built more for protection than for comfort.
 - » enclosed within walls; had its own food and water supplies to withstand a long siege; often surrounded by a moat with a drawbridge

- Have students take home Activity Page 4.6, an excerpt of “Gloomy Castles and Jousting Nights,” to read to a family member. Explain that they are rereading this portion of the text for fluency, so they should read through it at least once from beginning to end without stopping.

Word Work: *Influential*

5 minutes

1. In the chapter you read, “Because it was very expensive to become a knight, these mounted warriors were usually sons of wealthy, influential members of society.”
2. Say the word *influential* with me.
3. *Influential* means having power to change or affect important things or people.
4. The mayor is a very influential person who was able to convince almost everyone in our town to support the new recycling program.
5. Can you think of someone who is influential? Who has been influential in your life? Try to use the word *influential* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “_____ is influential/has been influential in my life because . . .”]
6. What part of speech is the word *influential*?
 - » adjective

[Use a *Making Choices* activity for follow-up.] I am going to read several sentences. If the sentence I read is about someone who is influential, say, “_____ is/was influential.” If the sentence I read is not an example of someone who is influential, say, “_____ is/was not influential.”

1.

Ms. Pascqual convinced the town’s mayor to put in a new stop sign at the busy intersection. Is Ms. Pascqual influential?
» Ms. Pascqual is influential.
2.

The little boy tried to convince his mother to let him stay up late to watch a movie, but she said “no.” Is the boy influential?
» The boy is not influential.
3.

Having written the Declaration of Independence, Thomas Jefferson helped shape the early years of our country. Was Thomas Jefferson influential?
» Thomas Jefferson was influential.
4.

The little girl asked multiple times if she could eat a cupcake before dinner because she finished her homework, but her parents would not let her. Was the little girl influential?
» The girl is not influential.

GRAMMAR

15 minutes

Practice Nouns and Adjectives

- Refer to the Nouns and Adjectives Poster and read it with students.

| |
|---|
| Nouns and Adjectives |
| Nouns are words that name people, places, or things. |
| Common nouns are general and are not capitalized. |
| Proper nouns are specific and are capitalized. |
| Adjectives are words that describe nouns. |

- Ensure each student has a copy of Activity Page 4.3. Point out that it says “Noun” on one side and “Adjective” on the other.
- Refer to the sentences you wrote in advance on the board/chart paper.
- Tell students you will read sentences, pointing to each word in the sentence. Students should hold up either the “Noun” or the “Adjective” side of their paper to designate the part of speech of each word you point to. If the word is neither a noun nor adjective, students should not hold up anything.

Materials

- Nouns and Adjectives Poster
- Activity Pages 4.3, 4.4

- Tell students they will practice with the first sentence by listening to you read it twice. Read it once quickly while students listen and then again, slowly, while students hold up the correct part of speech.
- Read the following sentence from the board/chart paper to students:

Castles were cold and gloomy places.

- Read it again slowly, pausing and pointing to specific words so students can hold up the correct part of speech. (nouns: *castles*, *places*; adjectives: *cold*, *gloomy*)
- Repeat the procedure with the remaining sentences:

An orange fire glowed inside the dark castle. (nouns: fire, castle; adjectives: orange, dark)

Small windows and tiny candles offered little light. (nouns: windows, candles, light; adjectives: small, tiny, little)

The first castles were wooden forts. (nouns: castles, forts; adjectives: first, wooden)

The moat was a deep trench. (nouns: moat, trench; adjective: deep)

- Have students turn to Activity Page 4.4 and complete it independently, or if you feel they need more assistance, complete it as a teacher-guided activity.
- Collect Activity Page 4.4 to review and grade
- If time permits, have students create and share sentences that have nouns and adjectives, then follow the same procedure as before, using Activity Page 4.3 with *Noun* on one side and *Adjective* on the other.

MORPHOLOGY

15 minutes

Practice Prefixes *un-* and *non-*

- Review the definition of *prefix*: A prefix is a syllable or syllables placed at the beginning of a root word that changes the meaning of the root word.
- Briefly review the prefixes *un-* and *non-*, reminding students that both prefixes mean “not.”
- Remind students that the prefixes *un-* and *non-* are added to root words that are adjectives. The prefixes *un-* and *non-* do not change the part of speech of the new words; the new words are still adjectives.
- Tell students you will give them two word choices. Then, you will read a sentence and students must decide which of the word choices the sentence demonstrates.

Materials

- Activity Page 4.5

- Practice with the following example:
 - *Familiar or unfamiliar?* You are meeting someone for the first time.
- Ask students if the sentence relates to the word *familiar* or *unfamiliar*. (*Unfamiliar* because you have never met the person before.)
- Continue with the remaining examples.
 - *Happy or unhappy?* The hot sun melted my ice cream before I could eat it. (*unhappy*)
 - *Equal or unequal?* The pizza was cut into eight slices that were the same size. (*equal*)
 - *Common or uncommon?* All of the kids in the class wore the same color shirt. (*common*)
 - *Verbal or nonverbal?* Diana put a finger to her lips to signal that we should be quiet. (*nonverbal*)
 - *Threatening or nonthreatening?* The clouds in the sky were dark and the air smelled damp. (*threatening*)
- Have students turn to Activity Page 4.5. Briefly review the directions and if time permits, tell students to complete it. If there is not time to complete it during class, students should complete it for homework.

WRITING

15 minutes

Take Notes Using a Graphic Organizer

Model Taking Notes

5 minutes

- Have students turn to Activity Page 2.6. They have already completed the “Lords” column of the graphic organizer. Tell them they will now complete the “Serfs” column.
- Remind students that the Middle Ages text they have been reading is informational text and there are many text features (headings, captions, etc.) that are helpful in navigating the text. Tell students that the images in a chapter can also be useful in locating information, as the images often relate to the text around them.
- As you model the process of scanning the text, have students follow along in their Readers while you think aloud. Periodically, call attention to the use of nouns and adjectives as you model the process of scanning a text.

Materials

- Activity Page 2.6
- Lords and Serfs Graphic Organizer
- *Knights, Castles, and Chivalry*

Note

The chart, with the inclusion of direct quotations from the text and suggested paraphrasing, is provided for teacher reference. As you model, you should read the direct quote from the text and describe how to transform that quotation into a written paraphrase. Students should complete their graphic organizers with paraphrased notes from the text and page numbers where the information came from.

- Note that the first category on the graphic organizer is “Homes.” Explain that in order to take notes about the types of homes serfs generally lived in during the Middle Ages, students must scan the text and images for key words and specific information. (For example, you might say something like, “First I am going to look for information about how serfs lived during the Middle Ages, particularly about their homes. Some of this information will come from the text, whereas other information might come from the images. Scanning the chapter, I see the image of homes at the bottom of pages 12 and 13, and note that the second paragraph on page 12 discusses serfs’ homes, so I will start there.”)
- As time allows, model how to complete the “Serfs” column of the graphic organizer. Emphasize the importance of writing key information in the shortest form possible, and of paraphrasing, or writing the information in students’ own words. Remind students that images and captions can provide details as well. Students should write the page numbers of each piece of evidence next to their paraphrased notes. The following chart shows suggested paraphrasing of relevant passages from the text.

| Serfs | | |
|-----------------|--|---|
| | Direct Quote from Text | Suggested Paraphrase |
| Homes | p. 12 “small, simple houses . . . made from wood and mud. The roofs were thatched . . . made from rushes, or straw . . . had one room . . . straw beds” [Students can describe from images on pages 12 and 13.] | p. 12 - simple one-room mud houses with straw roofs |
| Work | p. 10 “worked on the land . . . grew the food and tended to the livestock, or the animals that fed the people.” p. 11 “spent their entire lives working on a landowner’s estate . . . use some of the land to grow their own food.” p. 12 “paid taxes in the form of money, crops, and livestock . . . charged [by lords] to grind their grain into flour.” p. 14 “work on the land . . . plowing and planting seeds . . . cutting logs for the lord’s fire.” p. 15 “harvest grain crops . . . store grain . . . feed and care for livestock . . . repair fences and barns.” | pages 10, 11, 12, 14, and 15 - worked all of the time to grow food for the lord and for their families |
| Clothing | [Students can describe from images on pages 11–15.] | pages 11–15 - simple clothing |
| Food | p. 12–13 “struggled to survive . . . food supplies low . . . hunted illegally . . . severely punished [if caught].” p. 14 “rye bread and water, perhaps watery ale.” p. 15 “less food to eat in wintertime . . . pottage is a vegetable stew with grain and a tiny piece of meat or fish.” | pages 12–15 - not enough to eat |
| Amount of Power | p. 10 “at the bottom of the social order and had the least amount of power.” p. 11 “needed permission . . . [to travel and marry]” | pages 10 and 11 - little power - needed permission from lord to do things |

Practice Taking Notes

10 minutes

- Have students complete the “Serfs” column of the graphic organizer by starting with the main section of the text. Point out the section at the end of the chapter titled “If You Were a Boy Serf.” Explain that this section provides additional information on the life of a boy serf.
- If necessary, you may allow time for students to complete the “Serfs” column of the graphic organizer at the beginning of the next writing lesson. Or, you may choose to assign completing the “Serfs” column of the graphic organizer for homework.
- Students will use this organizer to draft an informative paragraph about serfs in the Middle Ages in the next lesson. Save the graphic organizers for future lessons.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 4.6 to read aloud to a family member. To build fluency, encourage students to read it at least once from beginning to end without stopping.

Materials

- Activity Page 4.6

Lesson 5

Unit 2: The Middle Ages

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that towns developed during the Middle Ages as a result of increasing trade among people
- ✓ Describe some of the positive and negative aspects of life in a town in the Middle Ages

| LESSON AT A GLANCE | TIME | MATERIALS |
|--|-----------------------|---|
| Reading Partner: Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages” Word Work: <i>Fuel</i> | 40 min. 5 min. | <i>Knights, Castles, and Chivalry</i> ; Answer Key for Activity Page 5.2; Activity Pages 2.3, 5.1, 5.2 |
| Writing Draft an Informative Paragraph | 45 min. | Activity Pages 2.6, 5.3; Lords and Serfs Graphic Organizer; Elements of an Informative Paragraph Poster |
| Take-Home Material Reading; Writing | * | Activity Pages 2.6, 5.3, 5.4 |

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to explain how trade contributed to the development of the middle class and medieval towns, and identify positive and negative aspects of medieval towns.

Writing: By the end of this lesson, students will be able to use notes to draft an informative paragraph.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you can access a digital version of this and The Big Question in the digital components for this unit.

Read carefully to learn why towns developed during the Middle Ages and what was positive and negative in medieval towns.

Writing

- Display the Lords and Serfs Graphic Organizer with the "serfs" column completed from Lesson 4.

| | Lords | Serfs |
|-----------------|--|---|
| Homes | - castle or manor house | - simple one-room mud houses with straw roofs |
| Work | - received taxes from serfs - charged serfs for grinding flour - fought other lords | - worked all of the time to grow food for the lord and for their families |
| Clothing | - nice clothes | - simple clothes |
| Food | - enough food | - not enough to eat |
| Amount of Power | - controlled land and towns near the castle - controlled the people who worked on the land and lived in the towns | - little power - needed permission from lord to do things |

- Display the Elements of an Informative Paragraph Poster from Lesson 3. Alternatively, you can access a digital version in the digital components for this unit.

Fluency (optional)

- If students were assigned a selection from the *Fluency Supplement*, determine which students will be asked to read the selection and when. See the introduction to the Unit 1 Teacher Guide, for more information on using the *Fluency Supplement*.

Morphology

- Collect Activity Page 4.5 to review and grade as there are no morphology lessons today.

READING

45 minutes

Partner: Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages”

40 minutes

Review

5 minutes

- Remind students that in the previous chapter they read about knights, castles, and chivalry. Ask students what armor is.
 - the protective suit a knight wore during a battle or jousting match

Materials

- *Knights, Castles, and Chivalry*
- Answer Key for Activity Page 5.2
- Activity Pages 2.3, 5.1, 5.2

- Remind students that knights tried to live by a set of rules under which they were expected to serve their lord, as well as protect and honor the church and weaker members of society. Ask students to name this set of expectations.
 - chivalry
- Remind students that in a previous chapter, they read about feudalism during the Middle Ages. Ask students to name three groups of people who played important roles in feudalism.
 - serfs, knights, and lords
- Remind students that they read about the manors on which both lords and serfs lived during the Middle Ages. Ask students to describe what a typical manor looked like. If students have difficulty remembering details about a manor, suggest they turn to pages 12 and 13 of *Knights, Castles, and Chivalry*.
 - a large manor house, or castle, surrounded by a number of serf houses and farmland; serf houses made from wood, mud, and straw; farmland divided into strips

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *fueled*.
- Have them find the word on page 30 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *fueled*, then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.

- Have students reference Activity Page 5.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **fuel, v.** to give strength to or cause something to happen (**fueled**) (30)
Support You add fuel, or gas, to your car to make it go.
2. **merchant, n.** someone who buys and sells things; the owner of a store (**merchants**) (30)
3. **emerge, v.** to become known or come into existence (**emerged**) (30)
4. **thrive, v.** to grow and succeed (31)
5. **hustle and bustle, n.** a great deal of activity and noise (31)
6. **curfew, n.** an order or law requiring people to be in their homes at a certain time, usually at night (33)
7. **tavern, n.** a place where people can get drinks and a meal or sleep while traveling (**taverns**) (34)
8. **apprentice, n.** a person who learns a skill or trade by working with a skilled craftsman for a period of time, usually for no pay (**apprenticeship**) (34)
9. **advise, v.** to give a suggestion about how something should be done (36)

| Vocabulary Chart for Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages” | | |
|--|---------------------------------|---|
| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
| Core Vocabulary | apprentice | fuel merchant emerge thrive hustle and bustle tavern advice |
| Spanish Cognates for Core Vocabulary | aprendiz | emerger taberna aprendiz |
| Multiple-Meaning Core Vocabulary Words | | fuel |
| Sayings and Phrases | | |

- Remind students they can look up a word if they forget its meaning.

Note

This chapter may be especially challenging for some students, particularly English learners and those with other needs. Those students will benefit from being paired with a stronger reader. In addition, this chapter will be reread in Lesson 6 as a teacher read-aloud, so students will have another exposure to this content.

- Read the purpose for reading from the board/chart paper:

Read carefully to learn why towns developed during the Middle Ages and what was positive and negative in medieval towns.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

How did the growth of trade during the Middle Ages affect the way people lived?

- Have students look at the first two paragraphs on page 28. Point out that this text is in italics. Explain that the author put this text in italics because it is different from the rest of the text in the chapter. In these two paragraphs, the author is setting the scene to make the reader feel like he or she is standing in a medieval town.

Read “*Merchants, Markets, and Mud: Towns in the Middle Ages*” 20 minutes

Pair students to read and discuss the chapter. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.

- Explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partner for help with sounding out or defining words as necessary.
- You may wish to provide guiding questions for students to periodically stop and discuss the answers with their partners.
- Have students complete Activity Page 5.2 with their partners while they read.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Review the correct answers to Activity Page 5.2 with the whole class. You may wish to select different students to read each question and share their responses, including the page number where the answer was located.

1. **Literal** Where did most people live in the early part of the Middle Ages?
» They lived in the countryside on manors. (page 30)

Where did people move between 1000 CE and 1300 CE?
» They moved to towns. (page 30)
2. **Inferential** How did trade change where and how people lived during the Middle Ages?
» Trade led merchants to create more jobs so some people moved off the manors and into towns. (page 30)
3. **Literal** As more people became involved in trade and commerce, what group grew in importance?
» A group of merchants and craftsmen called the middle class grew in importance. (page 30)
4. **Inferential** What was the connection between towns in the Middle Ages and local lords?
» Local lords received money and goods from the craftsmen and merchants, but the lords gave some towns special charters that allowed them to make some of their own laws. (page 32)
5. **Literal** List at least two problems that emerged because of people moving into towns during the Middle Ages.
» People lived in small houses crowded together; diseases spread quickly, especially those like the Black Death that were carried by rats; water supplies were polluted; fires often broke out and were difficult to control; and most people did not have access to toilets and had to use chamber pots. (page 33)
6. **Inferential** Write the following three steps on the line in the order in which they would take place as one worked to become a master craftsman: journeyman, master craftsman, apprentice.
» apprentice, journeyman, master craftsman (pages 34, 35)
7. **Inferential Part A:** You read that women in the Middle Ages had few legal rights. However, regardless of whether they were privileged or not, all women had a similar role. What role did all women share?
» D. All women managed their families' needs on a daily basis. (page 36)

Part B: Which statement from the text best supports the answer to Part A?
» D. "Regardless of whether they were part of the privileged class or were serfs, as important members of their households, women managed their families' daily needs." (page 36)

Note

Question 2 relates to The Big Question of the chapter.

Note

Questions 8 and 9 are not included on Activity Page 5.2. It is intended to be an oral wrap-up of this lesson.

8. **Evaluative Think Pair Share** What were some of the positive things about life in towns during the Middle Ages? What were some of the negative things about life in towns during the Middle Ages?
 - » Positive things: more jobs available to people than were available on manors; increased commerce, or trade; growth of a middle class; more people became wealthy as a result of trade; people could buy things from merchants in the town; and a banking system and universities developed in towns. Negative things: small, crowded houses; disease-ridden towns; polluted water supply; frequent fires; contents of chamber pots thrown into the streets. (pages 28–36)
9. **Challenge** Have students write a sentence for each of the positive and negative aspects of life in a medieval town.

- Survey students to see who would have liked to live in a medieval town and who would not have liked to live in a medieval town. Ask each student to provide one reason supporting his/her position.
- Assign Activity Page 5.4 as homework. Ask students to read the excerpt and answer the two questions at the end of the excerpt.

Word Work: Fuel

5 minutes

1. In the chapter you read, “Between the years 1000 CE and 1350 CE, fueled by trade, towns began to grow.”
2. Say the word *fuel* with me.
3. *Fuel* means to give strength to or cause something to happen.
4. The teacher fueled her students’ enthusiasm for science with interesting experiments and field trips.
5. Think of something you are enthusiastic about, or are interested in. Who or what fueled your enthusiasm for that thing? Be sure to use the word *fuel* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “_____ fueled my enthusiasm for _____. ”]
6. What part of speech is the word *fuel*?
 - » verb

[Use a *Making Connections* activity for follow-up.] I am going to read several pairs of words or phrases. Decide which item fueled, or gave strength to, the other item. Use the words or phrases in a sentence using the word *fueled* to correctly link the words or phrases.

1. cold weather *AND* my decision to wear gloves to school
» The cold weather fueled my decision to wear gloves to school.
2. decision to become a veterinarian *AND* the boy's love of animals.
» The boy's love of animals fueled his decision to become a veterinarian.
3. decision to attend a concert *AND* my family's love of music.
» My family's love of music fueled our decision to attend a concert.
4. getting a new puppy for her birthday *AND* Maria's happiness
» Getting a new puppy for her birthday fueled Maria's happiness.
5. the football team's big win *AND* the players' ability to work together
» The players' ability to work together fueled the football team's big win.

WRITING

45 minutes

Draft an Informative Paragraph

Model Drafting an Informative Paragraph

10 minutes

- Tell students you will briefly review how to use notes from the graphic organizer on Activity Page 2.6 to compose a paragraph describing the life of a serf during the Middle Ages.
- Briefly review the structure of an informative paragraph, using the Elements of an Informative Paragraph Poster on the wall.
- After students complete the “Serfs” column of the graphic organizer, guide them to reach the conclusion that serfs worked for powerful lords. This sort of general summary statement about serfs during the Middle Ages makes for a great topic sentence because it describes what the paragraph will be about and helps the writer to stay focused and to write about one consistent topic. Remind students they can revise the topic sentence after the paragraph has been drafted, if needed.
- Point out that a great sentence starter begins with the topic of this unit. Combining a phrase about the unit with the paragraph topic is a great way to start the paragraph. Model writing a topic sentence on the board/chart paper using one the following examples:

During the Middle Ages, serfs worked on the lord's land.

In Europe in the Middle Ages, serfs were controlled by powerful lords.

In medieval Europe, the majority of people were serfs and had little power.

Materials

- Lords and Serfs Graphic Organizer
- Elements of an Informative Paragraph Poster
- Activity Pages 2.6, 5.3

Note

The first 10 minutes of this writing lesson may be used to complete the graphic organizer from the previous writing lesson.

- Remind students that a good topic sentence states the main idea of the paragraph.
- Have students write a topic sentence for their paragraph
- Next, model how to create detail sentences using notes from the graphic organizer. There are five categories on the graphic organizer (Homes, Work, Clothing, Food, Amount of Power), but students should choose the same three categories that they used for the paragraph about lords. Circle the category labels “Homes,” “Work,” and “Amount of Power” on the displayed graphic organizer and tell students that they will use these categories to create detail sentences.
- Remind students that the graphic organizer is a useful tool that highlights just how different the lives of lords and serfs were from each other during the Middle Ages. The paragraphs students write should show these differences as well.
- Point out that the notes in the graphic organizer are paraphrased fragments (in our own words) and they can be transformed to create the three detail sentences: one about homes, one about work, and one about power.
- Remind students that complete sentences have subjects (who or what the sentence is about) and predicates (what the subject is doing). Sentence fragments can be transformed into sentences by adding the part of the sentence that is missing, either a subject or predicate.
- Model how to transform the notes on homes into a detail sentence by finding the “Homes” category on the graphic organizer and deciding what needs to be added to change the note into a complete sentence with a subject and predicate. You may wish to identify the adjectives and nouns in the notes for students. (nouns: *houses, roofs*; adjectives: *simple, one-room, straw*)
- Write your first detail sentence after your topic sentence.

They lived in simple one-room mud houses with straw roofs.

- Tell students that they can add transition words and/or reorder their detail sentences after all the detail sentences have been drafted.

Practice Writing an Informative Paragraph

25 minutes

- Guide students through the process of drafting detail sentences from their notes on the topic of work. First, have students refer to the “Work” column on their graphic organizer and find the notes they took about serfs during the Middle Ages. Students should read their notes (emphasize that notes should be in their own words) and decide what needs to be added to turn the notes into a sentence: the subject (who or what the sentence is about) or predicate (what the subject is doing).
- Have students share their detail sentence about work with a partner. They should check each other’s sentences to make sure they are complete (with a subject and predicate) and that they describe the work of a serf in the Middle Ages.

- Then, tell students they will work independently to create their last detail sentence, about the amount of power serfs had in the Middle Ages. Students should follow the process you modeled in this lesson.
- Tell students they may also add transition words to vary the beginning of sentences. They can reorder detail sentences as necessary to make their paragraphs sound better.
- Circulate and check in with students to support them as they write.
- As you circulate around the room, use the following supports and challenges as needed:
 - **Support** Remind students to write showing instead of telling sentences.
 - **Support** Have students check how each detail sentence begins. Do any of them begin with the same word? How could the beginning be changed—noun to pronoun? Transition word(s)?
 - **Challenge** Have students add adjectives to their detail sentences.
 - **Challenge** Have students who are ready begin drafting their concluding sentence.

Wrap Up

10 minutes

- Have students complete their draft of the serfs paragraph for homework. Explain that they should add transition words, where appropriate, to begin sentences, and they should also add a concluding sentence that restates the topic sentence in a different way.
- Call students’ attention to the Informative Paragraph Rubric on Activity Page 5.3. Explain that this is the rubric you will be using to evaluate their paragraph.

TAKE-HOME MATERIAL

Reading; Writing

- Have students take home Activity Page 5.4 to read and answer the questions.
- Also, have students take home Activity Pages 2.6 and 5.3 to complete the draft of their serfs paragraph. Tell students you will be collecting their paragraphs the next day and will be using the rubric on Activity Page 5.3 to evaluate their writing.

Materials

- Activity Pages 2.6, 5.3, 5.4

Lesson 6

Unit 2: The Middle Ages

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain that towns developed during the Middle Ages as a result of increasing trade among people
- ✓ Explain that a middle class, which included merchants and craftsmen, emerged during the Middle Ages
- ✓ Explain that, with the growth of towns during the Middle Ages, the importance of feudalism began to decline

| LESSON AT A GLANCE | TIME | MATERIALS |
|---|-----------------------|---|
| Reading Read-Aloud: Chapter 4 “Merchants, Markets, and Mud: Towns in the Middle Ages” Word Work: <i>Emerge</i> | 40 min. 5 min. | Answer Key for Activity Page 5.4; Activity Pages 5.1, 5.3, 5.4, 6.1; <i>Knights, Castles, and Chivalry</i> |
| Grammar Introduce Verbs and Adverbs | 15 min. | Verbs and Adverbs Poster; Activity Page 6.2 |
| Morphology Introduce Prefix <i>en-</i> | 15 min. | Prefixes Poster; Activity Page 6.3 |
| Spelling Introduce Spelling Words | 15 min. | Activity Pages 6.4, 6.5 |
| Take-Home Material Reading; Spelling | * | Activity Pages 6.4–6.6 |

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to explain how the development of towns and the middle class changed life in the Middle Ages.

Grammar: By the end of this lesson, students will be able to identify verbs and adverbs in sentences, identify the relationship between verbs and adverbs in sentences, and change adjectives to adverbs to correctly complete sentences.

Morphology: By the end of this lesson, students will be able to explain how adding the prefix *en-* changes a root word and to correctly use words with the prefix *en-* in sentences.

Spelling: By the end of this lesson, students will be prepared to practice spelling targeted words.

ADVANCE PREPARATION

Reading

- Recreate Activity Page 6.1 on the board/chart paper to record student responses as you discuss the chapter.

| Life During the Middle Ages | |
|-----------------------------|----------------|
| Life on a Manor | Life in a Town |
| | |
| | |
| | |
| | |

- Write the purpose for reading on the board/chart paper. Alternatively, you can access a digital version of this and The Big Question in the digital components for this unit.

Listen carefully to learn which new group of people emerged during the Middle Ages and what happened to feudalism during this time.

Grammar

- Prepare and display the following poster titled “Verbs and Adverbs.” Alternatively, you can access a digital version in the digital components for this unit.

| Verbs and Adverbs |
|--|
| Verbs are words that describe action or a state of being. |
| Action verbs show action. |
| Linking verbs are words that connect the subject to a word or words (adjectives) in the predicate that describe it. Linking verbs do not show action. |
| Adverbs are words that describe verbs. |
| They can tell <i>how</i> the action of a verb happens. |

- Write the following sentences on the board/chart paper:

My brother and I washed the dishes _____ so we could make it to soccer practice on time.

My teacher read the directions for the exam _____, making sure we understood every word.

We walked _____ on the icy bridge, taking each step with great care.

_____, the little girl sang the National Anthem in front of the big crowd.

Morphology

- Write the following sentences on the board/chart paper:

Most people in the Middle Ages focused on what they owed the local lord in the way of payment, and how to ensure their place in heaven.

My teacher enlarged the homework activity page so we could all see it easily on the board.

We were so enamored with the island that we vacationed there year after year.

Fluency (optional)

- Choose and make sufficient copies of a text selection from the online *Fluency Supplement* to distribute and review with students for additional fluency practice. If you choose to use this fluency practice, you will assess students in Lesson 10. See the introduction to the Unit 1 Teacher Guide, for more information on using the *Fluency Supplement*.

Writing

- Collect the serfs paragraphs that students completed for homework, along with Activity Page 5.3, the Informative Paragraph Rubric. Use and mark this activity page to indicate whether work is Exemplary, Strong, Developing, or Beginning. The Informative Paragraph Rubric is also included in the Teacher Resources if you need additional copies. You will review and evaluate each students’ paragraph prior to Lesson 7.

READING

45 minutes

Read-Aloud: Chapter 4
“Merchants, Markets, and Mud: Towns in the Middle Ages” 40 minutes

Review 5 minutes

- Remind students that in a previous lesson they read about the development of towns in the Middle Ages. Ask them what fueled the growth of towns in the Middle Ages.
 - trade
- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 5.4, which was assigned for homework.

Review the Chapter

- Tell students you will read aloud Chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages.” They should follow along in their Reader as you read.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

Materials

- Answer Key for Activity Page 5.4
- Activity Pages 5.1, 5.3, 5.4, 6.1
- *Knights, Castles, and Chivalry*

- You may wish to review the following vocabulary words before you reread the chapter:

1. **fuel, v.** to give strength to or cause something to happen (**fueled**) (30)
2. **merchant, n.** someone who buys and sells things; the owner of a store (**merchants**) (30)
3. **emerge, v.** to become known or come into existence (**emerged**) (30)
4. **thrive, v.** to grow and succeed (31)
5. **hustle and bustle, n.** a great deal of activity and noise (31)
6. **curfew, n.** an order or law requiring people to be in their homes at a certain time, usually at night (33)
7. **tavern, n.** a place where people can get drinks and a meal or sleep while traveling (**taverns**) (34)
8. **apprentice, n.** a person who learns a skill or trade by working with a skilled craftsman for a period of time, usually for no pay (**apprenticeship**) (34)
9. **advise, v.** to give a suggestion about how something should be done (36)

- Remind students they can look up a word in the glossary if they forget its meaning.
- Read the purpose for reading from the board/chart paper:

Listen carefully to learn which new group of people emerged during the Middle Ages and what happened to feudalism during this time.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

How did the growth of trade during the Middle Ages affect the way people lived?

Read “Merchants, Markets, and Mud: Towns in the Middle Ages”

20 minutes

- Read the chapter aloud as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

A [Read page 28 aloud.]

B *Evaluative* Why would there have been walls around the town and gates through which everyone must pass?

» Answers may vary, but may focus on the need for protection.

C **Support** Have students describe some things they would have seen or heard if they were standing in a street in a medieval town.

» Answers may vary, but may include gates; walls; small houses; crowds of people; rats; discarded trash; people selling food; mud; church bells

Chapter 4

Merchants, Markets, and Mud: Towns in the Middle Ages

THE BIG QUESTION
How did the growth of trade during the Middle Ages affect the way people lived?

A *It is raining again! You stand in a puddle on the edge of a narrow street. You have just entered town through one of two gates. The gates are the only ways in and out of this walled town. Inside the walls, tiny townhouses stand side-by-side. As you move through the crowd, you spot rats scurrying about, feeding on discarded trash. Nearby, you hear the varied cries of people selling fruits, vegetables, eggs, and pies. It is market day and people have set up their stalls in the town square.*

As you make your way through the muddy streets, you hear the sound of church bells. They ring out to sound the hour and to call people to church.



Metalworker's stall in medieval market

C You have just caught a glimpse of a town in Europe during the late Middle Ages.



Streets in medieval towns were often crowded and muddy.

29

D *Literal* [Have students look at the image on page 29 and describe some of the things they see.]

A [Read the first paragraph on page 30 aloud.]

B *Literal* What happened as a result of merchants creating jobs in towns?

» More people left the countryside to work in towns.

C [Read the rest of page 30 aloud.]

D *Inferential* What was the link between trade and a middle class?

» As trade grew, more people became involved in commerce. The merchants and craftsmen who were involved in trade prospered so they were no longer as poor as serfs or peasants. But, they were still not as wealthy or powerful as lords.

A In the early part of the Middle Ages, most people lived in the countryside. Between the years 1000 and 1350 CE, **fueled** by trade, towns began to grow. New jobs **emerged**, and, as a result, more and more people left the countryside to live and work in towns. **B**



Peasants farming in the countryside

C With this growth in trade, an increased number of people became involved in commerce, or business. As a result, a class of people, called the middle class, grew in importance. **Merchants** and craftsmen were

part of the middle class.

Towns grew as the middle class created successful businesses, and therefore jobs. Some merchants became rich and influential members of town communities. **D**



Merchants and artisans sold goods in town markets.

To protect their businesses, merchants established guilds in towns throughout Europe. Guilds were organizations made up of merchants. Guilds controlled wages as well as the price and quality of the goods the merchants sold.

E Not only did merchants **thrive**, so too did skilled craftsmen, such as carpenters, papermakers, glassmakers, and blacksmiths. Skilled craftsmen were also important members of town communities. They made and sold their goods in the towns in which they lived and worked. Just like merchants, skilled craftsmen protected their businesses by forming guilds. Only highly skilled craftsmen were invited to join these guilds. Many years of training went into becoming a skilled craftsman.

Medieval Craftsmen



F

There was a certain pattern to daily life in towns in the Middle Ages. From Monday to Saturday, towns were busy with the **hustle and bustle** of street vendors, shopkeepers, craftsmen, and market sellers. Pickpockets and purse snatchers were afoot, too. Shops opened as early as 6:00 a.m. Most towns held markets two or three times a week. Local farmers sold produce and animals.



Town scene in medieval manuscript

G

31

E [Read page 31 aloud.]

F *Literal* What types of craftsmen existed in the Middle Ages? [Remind students to refer to the images as well as the text.]

» carpenters, papermakers, glassmakers, blacksmiths, tailors, armorers, and tanners

G *Inferential* [Have students reflect on the words *pickpockets* and *purse snatchers* to arrive at the meanings of these words. Guide students, as necessary, to understand that pickpockets are people who steal things—or pick them out of—people’s pockets; and purse snatchers are people who snatch, or take, purses away from people.]

Describe pickpockets and purse snatchers and why might they also be “afoot” in the town.

» They are people who steal valuable things from someone else. They might be in the town because the people walking around the town might have valuable possessions with them.

A [Read page 32 aloud.]

B [Point to the image of the charter.] A charter is a document that gives certain rights to a group of people. In this situation, the charter was given to a group of people to start a new town and to allow the wealthy and influential people in that town to make their own laws.

C Challenge Why might this change in the decision-making process change the feudal system?

» Under the feudal system, kings and noblemen such as lords paid people who worked for them with land and protection. In turn, lower-ranked people, such as serfs, promised loyalty to the lord. This system gave a lot of power to the lord over the lives of serfs, but, with people in towns making their own laws, the power of the lords began to weaken.

D Literal What role did churches play in setting up universities?

» Wealthy churches helped establish universities.



Charters such as this one from Bedford, England, outlined certain rights.



With a growing economy, a banking system began to develop. The increasingly wealthy churches in towns created schools called universities. Places such as Oxford and Cambridge in England, and Paris in France, became important centers of learning.

D



Construction on the chapel at Oxford University's Merton College began in the 1200s.

A Towns were not outside the control of the local lord. Merchants and craftsmen

usually paid lords in the form of money or goods. However, in exchange for money or goods, many lords granted towns special charters. The charters allowed wealthy and influential townspeople the right to make their own laws. Over time, this new decision-making process changed the feudal system.

C

E It was not long before many European towns and cities became terribly overcrowded. People lived in small houses crowded together.



Rats spread disease in towns.

The towns and cities were also disease-ridden. Rats scurrying about helped spread disease. Unless you lived in a castle, you did not have a toilet inside your home. Instead, people used chamber pots and threw the contents into the streets! **F**

G Local water supplies, polluted with the waste that was discarded daily, carried disease. Sickness and disease were common. The Black Death spread easily in such conditions.

As they did in the countryside, people in towns cooked on small fires inside their homes. Fires frequently broke out and were difficult to control. Townspeople were required to keep buckets of water outside their homes—just in case.

Many Middle Age towns were walled. People entering or leaving did so through gates. Often a toll, or fee, was charged to enter a town. A toll collector stood at the gate to collect the fee. The tolls were either paid in money or in goods. Gates were designed to keep criminals out, or if necessary, to lock criminals in so that they could be caught. There was no organized police force, but instead there were watchmen. Any member of the public could be asked to help catch an escaping criminal. The town gates were locked at night when the **curfew** bell sounded. **I** **G**



Fires spread quickly in medieval towns.

E [Read the first paragraph of page 33 aloud.]

F *Inferential* In Chapter 1, you heard about the disease that rats spread during the Middle Ages. What disease did they spread? [Remind students rats spread this disease because fleas infected with the disease lived on the rats and traveled around with the rats.]

» The Black Death, or the plague

G [Read aloud the rest of page 33 to finish the last paragraph that carries over to the next page. Then turn back to ask Questions H and I.]

H *Inferential* [Point to the image of the houses on fire. Have students focus on the proximity of the houses and the materials from which they were made.] Look at the houses in this image. Why do you think fire spread so quickly in houses and towns in the Middle Ages?

» Houses were close together and roofs were made of straw, which burns easily.

I *Literal* What does the author say about the reason there were gates and walls around medieval cities?

» They were used to keep criminals out, or, if criminals were inside the city, to keep them in until they could be caught.

A [Read pages 34 and 35 aloud.]

B Inferential What is an apprentice?

- » someone who learns a skill or trade by working with a skilled craftsman for a period of time, usually for no pay

C Inferential You just heard the sentence:

It is unlikely that you will return home again during your apprenticeship years.

Based on what you learned about the prefix *un-* what does the word *unlikely* mean? Did apprentices usually return to their homes during their apprenticeships?

- » The prefix *un-* means “not,” so the word *unlikely* means it was not likely. Apprentices usually did not return to their homes.

This gate leads into the town of Besalú, Spain, built in the 1100s.

Originally, curfew bells rang to inform those in the **taverns** that it was time to leave. However, they soon became a signal to everyone that it was time to go home.

If You Were an Apprentice Craftsman

A Just like the boys who go off to train to be knights, you, too, are sent away at an early age. Your family arranges your training. You must live in the home of a master, or highly skilled craftsman. It is unlikely that you will return home again during your **apprenticeship** years.



Apprentice blacksmith assisting his master

B C

34



A journeyman blacksmith continued to work for his master.

you are paid by your master each day for your work. Usually, you continue to work for your master as an employee. After several years as an employee, you might take the next step in your career. You might be ready to submit a piece of your best work, called your masterpiece, to the guild for approval. If the guild accepts your work, you finally become a master craftsman. You might even be able to open your own shop with your name above the door!

D

E

Your training will take many years to complete. You will not receive payment for any of the work you do. During this time, you are part of your master's household. You live in his home or shop. You usually eat with his family. Your new family provides the clothes you wear. Even if you are homesick, or sad, you have to obey your master.

After a specified period of time, you advance from being an apprentice to becoming a journeyman. As a journeyman,



A master blacksmith might open his own shop.

D Inferential What is one difference between being an apprentice and being a journeyman?

» Journeymen were paid for their work, but apprentices worked for no pay.

E Inferential What are the three stages, in order, for becoming a master craftsman?

» apprentice, journeyman, and master craftsman

A [Read page 36 aloud.]

B *Literal* The word *deceased* in this sentence means to have died. A widow is someone whose husband has died. What could a widow who did not have any sons do that was not usually done by other women?

» Widows without sons could manage their deceased husbands' land.

C *Inferential* [Direct students' attention to the image of Empress Matilda and the text related to that image.] Would you say the woman pictured here was privileged or not? On what do you base your decision?

» She was privileged. Her clothing looks to be in good condition, and she is wearing a crown. Also, the text says she was the daughter of a king.

Women in the Middle Ages

A Women in the Middle Ages had few legal rights. However, a small number of women in positions of power had significant influence. For example, women who became queens were often in a position to **advise** their husbands and sons, the kings and princes. A lord's widow who did not have sons could manage her deceased husband's land, and make important decisions. Women **B** could become skilled in a particular craft, and some trained to be merchants. Other women joined the Church and became nuns. Many women worked alongside their husbands in the fields. Regardless of whether they were part of the privileged class or were serfs, as important members of their households, women managed their families' daily needs.



C
Empress Matilda,
daughter of Henry I
of England

Two interesting women from this time period were Empress Matilda and Abbess Hildegard of Bingen. Empress Matilda



Abbess Hildegard
of Bingen

lived during the 1100s and was the daughter of King Henry I of England. She was involved in leading an army against an English king. She escaped capture and went to France. She was also the mother of King Henry II of England.

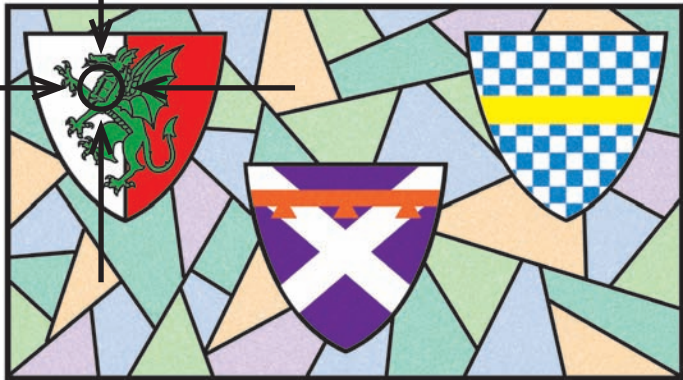
Abbess Hildegard was a writer and composer who lived during the 1100s. She wrote about many different subjects, including philosophy, science, and medicine. She also developed an alternative English alphabet.

D Medieval Musings

1. In the Middle Ages, townspeople tried to avoid drinking water because it was so polluted. What did they drink instead? (Clue: It's a drink made from grain.)
2. In the Middle Ages, people created last names to describe the job they did. What did men with the last name *Shoemaker* or *Cooper* do?

Letter Quest

Find the letter in this stained-glass window and record it on Activity Page 2.3.



- D [As time permits, you may have students conduct independent research to find the answers to the questions posed in Medieval Musings or search for the hidden letter in the Letter Quest activity and record it on Activity Page 2.3.]

Note

Question 1 relates to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapter.

1. *Inferential* What was the relationship between trade and a middle class?
 - » As trade grew, towns and new jobs emerged, and a middle class grew in importance.
2. *Literal* What groups were included in the growing middle class?
 - » merchants and craftsmen
3. *Inferential* [As students respond to this question, record their answers in the chart displayed on the board/chart paper. Also have them record the information on Activity Page 6.1.] Look at the image of a medieval manor on pages 12 and 13 and the image of a medieval town on page 29. Based on these images, and on the text, what was life like for serfs on a manor during the Middle Ages? [Record that information in the “Life on a Manor” column] What was life like as a merchant in a town during the Middle Ages? [Record that information in the “Life in a Town” column.]

Answers may vary, but may include the following:

- » Life on a manor: working in fields, tending to crops or livestock; living in a small house; working from sun up to sun down; being controlled by the lord
 - » Life in a town: opening shop at 6:00 a.m.; living in a house very close to the houses of others; seeing a lot of activity on a daily basis; seeing rats and other animals roaming the streets; using chamber pots, which were emptied out into the street; experiencing fires frequently; buying and selling different goods made by different craftsmen; seeing universities develop because a banking system helped wealthy churches create them
4. *Evaluative Think Pair Share* Today you heard about the life of an apprentice craftsman during the Middle Ages. Earlier, you read about what it was like to be a serf. Would you have preferred to be a serf or an apprentice? Why? Use information from the text to support your answer.
 - » Answers may vary, but should include information supported by the text.

- Review the information students recorded on Activity Page 6.1 by asking the following questions and having students respond by saying “That took place on a manor,” or “That took place in a town.”

1. Where were guilds established?
 - » That took place in a town.
2. Where did apprentices learn a new craft?
 - » That took place in a town.
3. Where did a lord have great power over the everyday life of the people he governed?
 - » That took place on a manor.

4. Where did serfs work in the field from very early in the morning until the sun set?
» That took place on a manor.
5. Where did a middle class grow in importance?
» That took place in a town.
6. Where were universities established?
» That took place in a town.

- Have students take home Activity Page 6.4 to complete for homework.

Word Work: *Emerge*

5 minutes

1. In the chapter you heard, “New jobs emerged, and, as a result, more and more people left the countryside to live and work in towns.”
2. Say the word *emerge* with me.
3. *Emerge* means to become known or come into existence.
4. The beautiful butterfly emerged from the cocoon.
5. Many different things emerge from other things. For example, a chick emerges from an egg; a dolphin emerges from the ocean when it jumps in the air. What have you seen emerge from something else? Be sure to use the word *emerge* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I saw a _____ emerge from . . .”]
6. What part of speech is the word *emerge*?
» verb

[Use an *Antonym* activity for follow-up.] An antonym, or word with the opposite meaning, of the word *emerged* is *disappeared*. I will read several sentences and if the sentence describes something that has emerged, say “emerged.” If the sentence describes something that has disappeared, say “disappeared.”

1. After a few warm spring days, a pink bud (emerged/disappeared) from the green stems in the garden.
» emerged
2. Sasha (emerged/disappeared) as a leader of the class.
» emerged
3. As the weather got warmer, the snow (emerged/disappeared).
» disappeared
4. After several rainy days, the sun finally (emerged/disappeared) from behind the clouds.
» emerged

5. The loud clap of thunder frightened Juan’s dog, and he (emerged/ disappeared) under the sofa for protection.
» disappeared

Materials

- Verbs and Adverbs Poster
- Activity Page 6.2

GRAMMAR

15 minutes

Introduce Verbs and Adverbs

- Tell students that today they will focus on specific parts of speech called verbs and adverbs. Parts of speech are categories, or groups of words, based on their function in a sentence. Direct students to the poster you prepared in advance and read it.
- Explain that action verbs are words that describe actions. Have students provide verbs that describe actions and record their answers on the board/chart paper. (e.g., *walk, run, jump, talk*)
- Remind students that there are also verbs that show no action, called linking verbs (or copular verbs). Linking verbs connect or link the subject of a sentence to a word or words in the predicate that describe the subject, such as the word *is* in the sentence *The sky is blue*.
- Explain that adverbs are words that describe verbs. Adverbs provide detail about verbs, by telling *how* the action of a verb happens.
- Explain that the word *adverb* has the word *verb* in it, which may help them remember which part of speech adverbs describe.
- Ask students what other part of speech is a describing word and what it describes. (an adjective; Adjectives describe nouns.)
- Tell students many adverbs end with the suffix *-ly*. Adverbs are often created by adding *-ly* to an adjective.
- Tell students the suffix *-ly* means “in a _____ way,” with the blank being the adjective. Adverbs with *-ly* describe *how* the action of a verb happens.
- Write the word *quiet* on the board and tell students it is an adjective. Have students provide several oral examples of phrases with the adjective *quiet* describing different nouns (e.g., *the quiet boy, a quiet afternoon, etc.*).
- Add *-ly* to *quiet* to make the adverb *quietly*. *Quietly* means “in a quiet way” and describes how an action takes place. Have students provide several oral examples of phrases with the adverb *quietly* describing different verbs. (e.g., *talk quietly, hum quietly, etc.*)

- Read aloud the first sentence from the board/chart paper and have students add an adverb to the blank so it describes *how* the action takes place.

My brother and I washed the dishes _____ so we could make it to soccer practice on time.

- Write the word *quick* on the board, explaining that it is an adjective (e.g., *quick* nap, *quick* trip, etc.) Tell students that the meaning of the word *quick* makes sense in the above sentence, but *quick* must be changed from an adjective to an adverb so it describes the verb *washed*.
- Ask students how they can change the adjective *quick* to an adverb. (by adding *-ly*)
- Write the word *quickly* in the blank. Reread the complete sentence to students.
- Ask students to identify the verb (*washed*) and draw a wiggly line under it.
- Ask students to identify which word describes how my brother and I washed. (*quickly*) Write the abbreviation for adverb (*adv.*) above the word *quickly*. Draw an arrow from the adverb *quickly* to the verb *washed*, indicating that *quickly* describes *washed*.
- Follow the same procedures for the remaining sentences you prepared in advance. It is important to note that the adverb may not be in the same place in every sentence. Point this out when discussing the other sentences. (In the first two sentences, the adverb comes after the verb it describes, whereas in the third sentence the adverb comes at the beginning of the sentence.)

My teacher read the directions for the exam slowly, making sure we understood every word.

We walked carefully on the icy bridge, taking each step with great care.

Nervously, the little girl sang the National Anthem in front of the big crowd.

- Have students turn to Activity Page 6.2 and review the example with them. Then complete the first sentence as a teacher-guided activity. Consider using the following procedure:
 - Select a student to read the first sentence aloud.
 - Ask students to identify the verb in the sentence and underline it with a wiggly line.
 - Ask students to read the adjective that will be changed to an adverb for the sentence. (The adjective is listed under each blank.) Then, ask them to say this word as an adverb by adding *-ly* and write the word in the blank.

- Have students explain how the adverb describes the verb, just as they did with the sentences on the board. Tell them to write the abbreviation for adverb (*adv.*) above the adverb and draw an arrow from the adverb to the verb.
- Then, have students answer the question after the sentence.
- Have students complete Activity Page 6.2 independently. If more time is needed, have them finish it for homework.

MORPHOLOGY

15 minutes

Introduce Prefix *en-*

- Read the Prefixes Poster reminding students that prefixes are added to the beginning of root words to make new words.
- Remind students that, in previous lessons, they learned about English root words with prefixes added to them. Briefly review the prefixes *un-* and *non-*, both meaning “not.” Provide examples of words with the prefixes *un-* and *non-* (e.g., *unhappy*, *unfamiliar*, *nonessential*, *nontoxic*, etc.).
- Tell students they will learn about the prefix *en-*.
- Write the prefix *en-* on the Prefixes Poster and point out that it is pronounced /en/.
- Explain that *en-* means “in” or “to make.” Write these meanings on the poster.
- Tell students that words with the prefix *en-* can be nouns or verbs, but are usually verbs. Students will need to examine how these words are used in sentences to help them determine the part of speech.
- Explain that when the prefix *en-* is added to English root words, the part of speech of the new words changes to a verb, no matter what part of speech the root word is.
- Write the word *sure* on the board/chart paper. Briefly discuss the meaning of the word and then use it in a sentence. (*Sure* means certain. I was sure I put my homework in my backpack before breakfast.)
- Add the prefix *en-* to *sure* and have students read the prefix, read the new word and then discuss the meaning of the new word. (to make sure or to make certain)
- Share following example of the use of *ensure* in a sentence:
 - *Studying hard and getting extra help from the teacher are two ways to ensure you are prepared for the test.*
- Also share the following sentence from the Reader demonstrating the use of the word *ensure*:
 - *For this reason, most people during the Middle Ages were mostly concerned with their own village, what they owed the local lord in the way of payment, and how to ensure their place in heaven.*

Materials

- Prefixes Poster
- Activity Page 6.3

- Write the word *enamored* on the board. Ask students to identify and read the prefix. (*en-*) Then have students read the entire word.
- Ask students again what the prefix *en-* means. (“in” or “to make”)
- Point out that the word *enamored* does not have an English root word. (*Amor* is not an English root; it is a Latin root.)
- Discuss the meaning of *enamored* and note the part of speech. (in love; verb)
- Share the following sentence to demonstrate the use of the word *enamored*:
 - *We were so enamored with the island that we vacationed there year after year.*
- Continue in this manner with the remaining *en-* words, using the following chart as a guide.

| English Root Word | Meaning | Affixed Word | Meaning | Sentence |
|-------------------|--|--------------|--|---|
| large | (<i>adj.</i>) big | enlarge | (<i>v.</i>) to make bigger | We asked the teacher to <u>enlarge</u> the image so we could see the details better. |
| able | (<i>adj.</i>) can do something | enable | (<i>v.</i>) to make it so you can do something | The science lesson on living things <u>enabled</u> me to grow flowers in the garden. |
| circle | (<i>n.</i>) a round shape | encircle | (<i>v.</i>) to make a circle around | The students encircled their teacher, eager to see the pictures in the book she read aloud. |
| dear | (<i>adj.</i>) much loved | endear | (<i>v.</i>) to make much loved | To <u>endear</u> himself to the girl he liked, Tom shared his snack with her. |
| force | (<i>n.</i>) strength or power | enforce | (<i>v.</i>) to use strength or power to make something to happen | The principal stands in the hallway to <u>enforce</u> the rule about no running in the hallway. |
| danger | (<i>n.</i>) the possibility that something bad will happen | endanger | (<i>v.</i>) to put in danger | Not wearing your seatbelt while riding in a car <u>endangers</u> your life. |
| trust | (<i>n.</i>) the belief that someone or something is honest, good, and reliable | entrust | (<i>v.</i>) to put trust in someone to do something | When my brother turned 12, my mom <u>entrusted</u> him with a copy of the house key to lock and unlock the door on his own. |

- Have students turn to Activity Page 6.3. Do the first few items as a teacher-guided activity and have students complete the rest of the items independently. If more time is needed, have students complete the activity page for homework.

Note

You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction. You may not complete all these examples, but complete as many as time permits.

Materials

- Activity Pages 6.4, 6.5, SR.1

Note

Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart.

SPELLING

15 minutes

Introduce Spelling Words

- Explain that students will practice 10 words related to the content of *Knights, Castles, and Chivalry*. These words do not follow one single spelling pattern. Tell students they will be assessed on the words in Lesson 10.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

| | |
|--------------|--------------|
| 1. acquire | 6. seize |
| 2. establish | 7. surrender |
| 3. fatal | 8. thrive |
| 4. promote | 9. transform |
| 5. retreat | 10. unravel |

Pronunciation/Syllabication Chart

The following chart includes pronunciation and syllabication information for the spelling words. You may wish to share this with students. The first column lists the words. The second column breaks the words into decodable sounds based on the Core Knowledge code approach to decoding words. The third column lists syllable types in each word. This information is provided for your information so you can present these new, unfamiliar spelling words in a way that calls upon and reinforces the manner in which students were taught to decode and encode in the earlier grades.

Students who participated in CKLA instruction in Grades K–2 have been taught to read and spell using an explicit, systematic phonics approach. These students will be most successful in learning to spell increasingly challenging words if they are encouraged to segment each word into manageable syllables and then make use of the specific letter-sound code knowledge they were taught in earlier grades. This letter-sound knowledge is summarized on the Individual Code Chart, which lists each sound in the English language, followed by all the possible ways that the given sound could be spelled; the spellings for each sound are listed in the order of frequency with which they occur in English, from most frequent to least frequent spelling. The Individual Code Chart is located in the Yearlong Teacher Resources and in the Activity Book (Activity Page SR.8).

As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart. For example, you might note that the word *fatal* includes a schwa sound (/ə/) in the second syllable of the word (i.e., the second

syllable is pronounced /təl/, but spelled ‘tal’) and then point out the ‘al’ spelling for /əl/ that is included on the Individual Code Chart.

If you are unfamiliar with the CKLA phonics approach and/or have limited phonics training, you may also find the following materials in the Yearlong Teacher Resources helpful: “Using Chunking to Decode Multisyllable Words” and “Sound and Spelling of Schwa.”

If you have taught CKLA in Grades K–3, you will notice the sound-spelling notation is different in Grade 4 than in previous grades. In Grades K–3, each individual sound spelling is noted within //. For example, the sound spellings for *costly* would be /k//o//s//t//l//ee/. In Grade 4, the sound-spelling notations follow linguistic and dictionary conventions, making each notation easier to see and read. For example, the word *costly* is now notated as /kost*lee/.

| Word | CK Code | Syllable Type |
|-----------|---------------|----------------------------------|
| acquire | /ə*quier/ | ə*digraph |
| establish | /es*tab*lish/ | closed*closed*closed |
| fatal | /fae*təl/ | open*ə |
| promote | /prə*moet/ | ə*digraph |
| retreat | /ree*treet/ | open*digraph |
| seize | /seez/ | digraph |
| surrender | /ser*end*er/ | r-controlled*closed*r-controlled |
| thrive | /thriv/ | digraph |
| transform | /tranz*form/ | closed *r-controlled |
| unravel | /un*rav*əl/ | closed*closed*ə |

After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

| Spelling Word | Definition | Example Sentence |
|---------------|------------------------------|---|
| acquire | to get | I will <u>acquire</u> the all supplies we need for the project. |
| establish | to put and settle into place | The teacher had to <u>establish</u> a ‘one at a time’ rule because too many people were climbing on the slide at the same time. |
| fatal | causing death | Much of the population died when a <u>fatal</u> infection known as the plague moved through Europe. |
| promote | to help or encourage growth | Handing out coupons will <u>promote</u> business for the new pizza restaurant. |
| retreat | to back away from danger | The lion’s ferocious roar made everyone at the zoo <u>retreat</u> from its cage. |
| seize | to take | If the girl plays with her sister’s favorite doll, her sister will <u>seize</u> it from her when she notices. |

| Spelling Word | Definition | Example Sentence |
|---------------|---|--|
| surrender | to give up to a more powerful force | The other team had more snowballs than we did and we had to <u>surrender</u> . |
| thrive | to grow and succeed | The garden will <u>thrive</u> with the right amount of sun and water. |
| transform | to change something completely, usually in a positive way | Cutting holes and a door will <u>transform</u> the big box into a fort. |
| unravel | to come undone or fall apart | The fun and games at the party began to <u>unravel</u> when kids were not taking turns nicely. |

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students take home Activity Pages 6.4 and 6.5 to practice spelling words.

TAKE-HOME MATERIAL

Reading; Spelling

- Have students take home Activity Page 6.6 to complete for homework.
- Have students take home Activity Page 6.5 to complete for homework. Have students take home Activity Page 6.4 to use as a reference for practicing the spelling words.

Mid-Unit Content Assessment (optional)

- You may wish to pause one day before proceeding to Lesson 7 so you can assess students' comprehension of the domain content presented in the Reader thus far. During your next ELA period, administer the Mid-Unit Content Assessment (Activity Page PP.1), which will take approximately 30–45 minutes for students to complete. You may choose to collect the assessments so a grade can be assigned, and/or you may review the answers with students after they complete the assessment. You may use the remainder of the period for remediation and/or enrichment, including having students reread Reader chapters or selections from the *Fluency Supplement*.

Materials

Activity Pages 6.4–6.6

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data.

Materials

Activity Page PP.1

Lesson 7

Unit 2: The Middle Ages

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain the importance of the Church in the everyday lives of Europeans in the Middle Ages
- ✓ Describe the power and wealth of the church during the Middle Ages and its influence over kings and political decisions
- ✓ Describe the architectural features of medieval cathedrals

| LESSON AT A GLANCE | TIME | MATERIALS |
|---|-------------------|--|
| Reading Whole Group: Chapter 5 "The Power of the Church" Word Work: <i>Devote</i> | 40 min. 5 min. | Answer Key for Activity Page 6.6; <i>Knights, Castles, and Chivalry</i> ; Activity Pages 2.3, 6.6, 7.1 |
| Writing Take Notes Using a Graphic Organizer | 45 min. | Students' serfs paragraphs; completed writing rubrics; Knights, Craftsmen, Monks, and Nuns Graphic Organizer; Activity Pages 7.2–7.6 |
| Take-Home Material Writing | * | Activity Pages 7.2–7.7 |

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to give examples of how the Christian Church influenced the daily lives of people in medieval Europe.

Writing: By the end of this lesson, students will be able to scan text to take notes on specific information using a graphic organizer.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you can access a digital version of this and The Big Question in the digital components for this unit.

Read to find out how the Christian Church affected the everyday lives of people in the Middle Ages.

Writing

- Prior to this lesson, the review and evaluation of students’ serfs paragraphs should be completed.
- Display an enlarged version of Activity Page 7.2, the Knights, Craftsmen, Monks, and Nuns Graphic Organizer. Alternatively, you may access a digital version in the digital components for this unit.

| | Knights | Craftsmen | Monks or Nuns |
|-----------------|---------|-----------|---------------|
| Homes | | | |
| Work | | | |
| Clothing | | | |
| Food | | | |
| Amount of Power | | | |

- Plan to assign students to one of three or four groups so each group will take notes on only one of the following groups of people: knights, craftsmen, monks, and nuns. You may wish to assign students to these groups or have them draw cards to receive their assignments. Within each group, you may wish to pair students.

Grammar; Morphology; Spelling

- Collect Activity Pages 6.2, 6.3, and 6.5 to review and grade as there are no grammar, morphology, or spelling lessons today.

Note

You may choose to combine monks and nuns as one category, in which case there will be three groups, or as two separate categories, resulting in four groups.

READING

45 minutes

Whole Group: Chapter 5 “The Power of the Church”

40 minutes

Review

5 minutes

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 6.6, which was assigned for homework.
- As a further review, remind students that the topic of the previous lesson was towns in the Middle Ages. Ask them what fueled the rise in the number of towns during the Middle Ages.
 - trade
- Guilds also emerged during the Middle Ages. Ask students to describe the role guilds played in medieval towns.
 - Guilds controlled wages and set the price and quality of goods merchants sold.
- Remind students that in Chapter 1 of *Knights, Castles, and Chivalry*, they heard an overview of the Middle Ages. In that chapter, they heard that the Christian Church was an important part of the everyday lives of people in the Middle Ages.

Introduce the Chapter

5 minutes

- Tell students that they will read Chapter 5, “The Power of the Church.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *summon*.
- Have them find the word on page 38 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *summon*, then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.

Materials

- Answer Key for Activity Page 6.6
- *Knights, Castles, and Chivalry*
- Activity Pages 2.3, 6.6, 7.1

- Have students reference Activity Page 7.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **summon, v.** to call or send for someone **(38)**
2. **anchored, adj.** strongly connected **(38)**
3. **fast, v.** to eat little or no food **(fasting) (40)**
4. **rose window, n.** a circular stained-glass window in a church that contains a pattern near the center **(rose windows) (40)**
5. **spire, n.** a tall, cone-shaped structure at the top of a building **(spires) (40)**
6. **devote, v.** to give time or attention to something **(devoted) (41)**
7. **exquisite, adj.** extremely beautiful **(43)**
8. **destined, adj.** certain to become something or do something **(44)**
9. **humble, adj.** not thinking you are better than others **(44)**
10. **sacred, adj.** holy; deserving special respect **(45)**

| Vocabulary Chart for Chapter 5 “The Power of the Church” | | |
|--|---------------------------------|---|
| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
| Core Vocabulary | rose window spire | summon anchored fast devote exquisite destined humble sacred |
| Spanish Cognates for Core Vocabulary | | exquisito destinado sagrado |
| Multiple-Meaning Core Vocabulary Words | | fast |
| Sayings and Phrases | | |

- Read the purpose for reading from the board/chart paper:

Read to find out how the Christian Church affected the everyday lives of people in the Middle Ages.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

What practices in the Middle Ages show the influence and power of the Church?

Read “The Power of the Church”

20 minutes

Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

- Read the title of the chapter together, “The Power of the Church.”

A [Point out the italics used in the first paragraph on page 38 and explain that the use of italics signals that this text is different in some way from the text that follows in regular font on page 39. Explain that text on page 38 is written as if you were a person living in the Middle Ages. Have students read page 38 silently.]

B *Inferential* What do you think it means when the text says, “your life is anchored to the Church”?

» It means the Church was very important to the lives of people and they were strongly connected to it.

C [Explain that the word *church* is written in this chapter with either a lowercase ‘c’ or an uppercase ‘C’. Explain that when it is written with a lowercase ‘c’, it means the actual church building. When it is written with an uppercase ‘C’, it is referring to the Church as an institution or organization made up of all the church buildings as well as all the leaders of the Church.]

Support How did many people begin their day during the Middle Ages?

» They attended a church service before starting work.

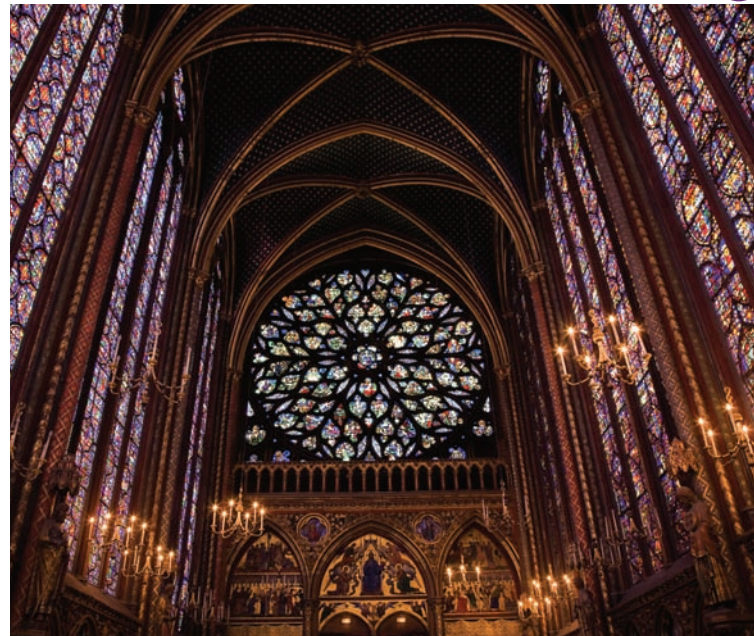
Chapter 5

The Power of the Church

THE BIG QUESTION
What practices in the Middle Ages show the influence and power of the Church?

A *It is 6:00 a.m. The church bells are ringing to welcome the day and to **summon** you to church. The early morning sunlight illuminates the stained-glass windows. Sometimes, at daybreak, you attend a church service before starting work. You pray often and your life is **anchored** to the Church.*

B C



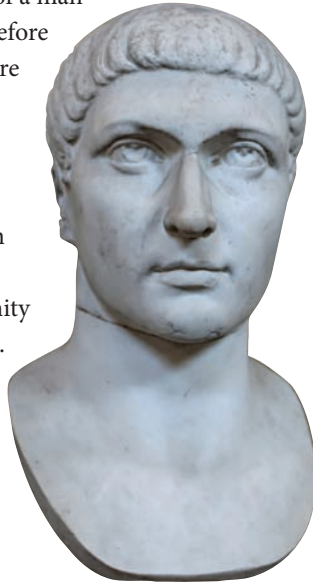
Stained-glass windows in La Sainte-Chapelle in Paris, France, built in the 1200s

D It may be impossible for us to understand just how important the Christian Church was to most Europeans in the Middle Ages. Not only did the local lords have great influence over people's lives, but the Church did, too. The power of the Church had grown gradually over a long period of time.

Christianity is based on the teachings of a man named Jesus who lived hundreds of years before the Middle Ages began. Jesus's followers were known as Christians.

In the first three hundred years after Jesus's life, Christianity grew slowly. In fact, in the early years of the ancient Roman civilization, Romans were not permitted to practice the Christian faith. Later, Christianity was tolerated as one religion among several. Eventually, it became the official religion of the Roman Empire. Christianity spread throughout the Empire. As it spread, the power and influence of the Church in Rome grew. The pope was the leader of the western Church. **E**

As time went on, during the Middle Ages, conflicts developed between the eastern followers of the Church, who spoke Greek, and the western followers, who spoke Latin. Finally, in 1054 CE, the two sides split over differing beliefs. The eastern Church was called Orthodox. Members of the Orthodox Church thought their beliefs were orthodox, or correct. The western Church, based in Rome, was called Catholic. Members of the Catholic Church thought their beliefs were catholic, or universal. **F**



Under the Roman emperor Constantine the Great, Christianity was accepted as one of several religions in the Roman Empire.

D [Have students read page 39 silently, continuing to the end of the first paragraph on the top of page 40.]

Support What religion was important to most Europeans in the Middle Ages?

» Christianity

E Inferential The second and third paragraphs tell a little about the early days of Christianity. How do these paragraphs support what the author stated in the first paragraph on this page?

» They support what is said in the first paragraph because they show how the power of the Church grew slowly over a long period of time.

F Literal When the Christian Church split into two parts, one part was called the Orthodox Church and one was called the Catholic Church. What do the words *orthodox* and *catholic* mean?

» *Orthodox* means "correct"; *catholic* means "universal."

A [Have students read pages 40 and 41 silently.]

B *Literal* How did Christians in the Middle Ages celebrate holy days? Holy days were divided into what categories?

» by going to church; feasting or fasting

C *Inferential* How would you describe the architecture, or style, of churches and cathedrals?

» They were usually built of stone with tall towers, arches, rose windows, and spires.

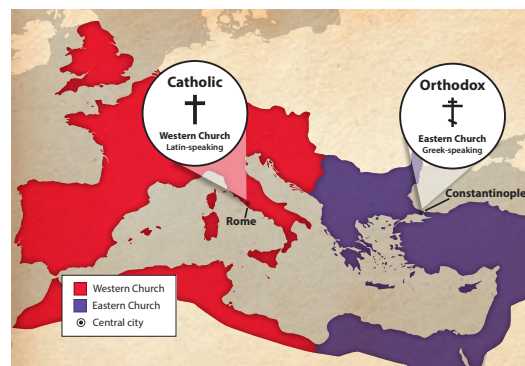
Why do you think it took so long to build the medieval cathedrals?

» Answers may vary, but may focus on the elaborate nature of the buildings' features, the immense size of the buildings, and the unavailability of certain equipment and machines that exist today.

D *Inferential* [Ask students to turn back to page 38 and locate the image of the rose window on that page.]

Why do you think this is called a rose window?

» Answers may vary, but may include the fact that the window, like a rose, is circular with a central design and it looks somewhat like a flower.



The Christian Church split apart

The two Christian Churches that emerged during the Middle Ages still exist today.

A In western Europe, almost every village and town had a church. Most people attended church on Sunday.

In addition, certain days were considered holy days to mark important events in the life of Jesus and his followers. People did not work on these days, but instead went to church. Some holy days were feast days and other holy days were days of **fasting**. Christmas, an important Christian holiday, was a time of feasting, or celebration. The forty days before Easter, another Christian holiday, were a time of fasting called Lent. **B**

Architects and craftsmen in the Middle Ages built beautiful churches to express their love for God. New engineering skills enabled stonemasons to create a style of architecture that later became known as Gothic. They built tall towers, arches, **rose windows**, and **spires**. Sometimes it took hundreds of years to complete a great medieval cathedral. **C** **D**



Chartres Cathedral

Holy shrines dedicated to people who played an important role in the history of Christianity were scattered across western Europe. These shrines were usually places where religious figures had been killed or buried, or where miracles were believed



Medieval pilgrims

to have happened. Most Christians hoped to go on at least one journey, or pilgrimage, to visit one of these shrines in their lifetime. For many, going on a pilgrimage meant walking or riding long distances, and eating and sleeping in roadside taverns or religious houses. Many men and women made the journey to fulfill a vow to God, to seek a cure for a disease, or just to travel abroad. **E**

Monks were men who chose to live apart from society and to **devote** their lives to the Church. They spent their lives in monasteries, working on the land, studying, and praying. Monks were often the most educated people in Europe, especially in the early part of the Middle Ages. A monastery was a building, or collection



Sénanque Abbey in Provence, France, was founded in 1148 CE.

of buildings, that housed monks. Monasteries were usually contained within high walls that provided a certain amount of protection. **F**

E *Literal* What was a pilgrimage?

- » a journey taken by Christians to visit religious shrines that were dedicated to the life of people important to the history of Christianity

F *Literal* Who were monks?

- » men who chose to live apart from society and devote their lives to the church

Where did they live?

- » monasteries

A [Have students read page 42 silently.]

B *Literal* Describe women who devoted their lives to the church.

- » These women were called nuns and they lived in convents, or nunneries; they received many of the same benefits as monks; they were educated and were taught crafts and other skills.

C *Literal* How did the Church become wealthy?

- » raised taxes and owned land; influential people within the church often came from wealthy families and gave large amounts of money to the church; collected tithes from all Christians

A Women also joined the Church.

Women who devoted their lives to the Church were called nuns. Nuns lived in convents, or nunneries. Nuns received many of the same benefits as monks. They were educated and were taught crafts and other skills. **B**

As the Church grew in power and influence, it became very wealthy. The Church raised taxes and it owned land. People who held powerful positions within the Church often came from wealthy noble families. They gave large amounts of money to the Church. The Church also influenced political decisions and supported or opposed kings.



A painting from the 1400s shows nuns kneeling in prayer.



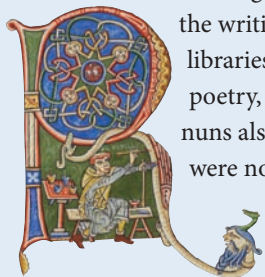
Interior of the Duomo, or Cathedral, of Pisa, Italy, begun in the 1000s

Not only powerful people gave money to the Church. All Christians were required to pay one-tenth of their earnings to the Church. This payment was known as a tithe. **C**

However, there was a troubling side to this deeply religious period in history. Some people expressed ideas with which the pope and other Church leaders disagreed. Church leaders called these contradictory opinions heresy, and the people who held them were called heretics. Heretics were treated cruelly.

D

Precious Books



Illuminated manuscripts were works of art.

During the Middle Ages, monks and nuns studied the writings of ancient Greeks and Romans. Their libraries contained books about religion, science, poetry, mathematics, and history. Monks and nuns also copied ancient writings by hand. There were no machines or printers that made books.

By copying these texts, monks and nuns helped to preserve, or save, ancient knowledge that would otherwise have been lost.

G

E

In the late Middle Ages, the higher social classes who could read, and even write, owned their own prayer books, such as the *Books of Hours*. These prayer books were read at different times of the day. In addition to prayers, the books included biblical texts, calendars, hymns, and painted pictures.

Many of the books produced by monks and nuns contained **exquisite** art and design features. After the Middle Ages, as a result of Johannes Gutenberg's invention of the printing press around 1450 CE, more affordable books were produced. These printed books began to replace the beautiful handmade books and made these original manuscripts even more rare.

F



Page from *Book of Hours* created in the early 1400s for John, Duke of Berry (France)

D [Have students read page 43 silently.]

E **Literal** How did monks and nuns help preserve, or save, knowledge from the ancient Greeks and Romans?

» They copied ancient writings by hand.

F **Inferential** What is the author of the text describing as exquisite?

» the art and design features of the religious books

What does the word *exquisite* mean?

» extremely beautiful

G [Point to the image at the top of page 43 and explain that this is one of the pieces of art contained in an illuminated manuscript.] Illuminated manuscripts were handwritten books that were decorated with elaborate designs and colors. In addition to preserving ancient knowledge, these books are beautiful works of art.

- A** [Have students read pages 44 and 45 silently.]
- B Support** What does the word *destined* mean?
- » certain to become something or do something
- C Inferential** What were some of the advantages of life in a monastery?
- » Monks were assured of a place to sleep, clothing, food, medical care, and an education.

If You Were a Monk **A**

Young boys like you are often given to a monastery. Even a serf can become a monk. Therefore, if you are not **destined** to become a craftsman or a merchant, then becoming a monk is a good option. **B**

Life within a monastery certainly is hard. However, you are assured of a place to sleep, clothing, food, medical care, and an education.



Novice working in the monastery garden



Novice

Your training will take many years. When you start your training, you are called a novice, another word for *beginner*. You begin by learning to read and write. You study texts from the Bible, pray, and learn to farm or to acquire a certain skill. If, at the end of your training, you are certain you want to join the Church, you

take part in a special ceremony. In this ceremony, you vow, or promise, to dedicate your life to God. You also vow not to marry, and to live a **humble** and obedient life. Then, the top of your head is shaved, identifying you as a monk.



Novice taking his vows

C



Monks chanting hymns

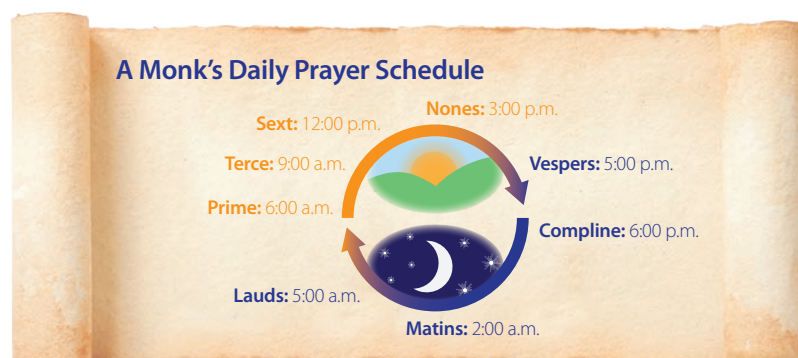
As a monk, you spend a large part of your day in worship and prayer. However, you also spend time working on the land or in the monastery itself. You might wash clothes, cook, or tend to the vegetable garden. You might learn to make honey, wine, or beer. Or, you might learn how to make shoes or furniture. If you have a beautiful singing voice, you might participate in the performance of Gregorian

chants. Gregorian chants are a form of **sacred** vocal music, or musical speech, based on hymns or passages from the Bible. Monks perform these chants on certain holy days. As a gifted artist, you might work in the scriptorium copying the work of classical writers or producing new books. For many like you, the life of a monk provides a degree of security and protection from some of the challenges of medieval life.

D



Monk working in the scriptorium



D *Literal* What did monks vow, or promise, to do in the ceremony in which they officially joined the church?

- » dedicate their lives to God, not to marry, and to live a humble and obedient life

A [Have students read the section titled “Medieval Musings.” Remind students that, as time permits, they may conduct independent research to discover the answers to these questions.]

A Medieval Musings

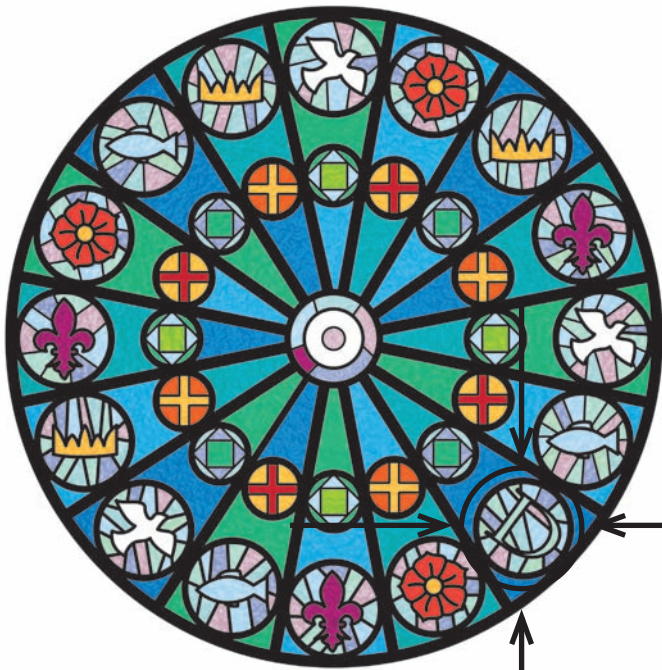
1. What did monks and nuns write with?
(Clue: This writing tool was once attached to a creature that can fly.)
2. Certain religious people provided serfs with medical care. Who do you think those people were?



John Duns Scotus, a member of the Church

B Letter Quest

Find the letter in this stained-glass window and record it on Activity Page 2.3.



47

- B** [Remind students that, as time permits, they may search for the hidden letter in the Letter Quest activity and record the letter on Activity Page 2.3.]

Note

Question 1 relates to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Use the following questions for discussion.

1. *Inferential* What practices from the Middle Ages show the influence and power of the Church?
 - » People went to church often and created holy days to mark important religious events; they built large cathedrals; they went on pilgrimages; some people devoted their lives to the Church; the Church grew wealthy; and the Church influenced political decisions and supported or opposed kings.
2. *Inferential* [Ask students to look at the image of Chartres Cathedral on page 40.] When you see the size and architectural details of churches built during the Middle Ages, and know that they took many, many years to build, what does that tell you about the importance of the Church in the lives of Europeans who lived during that time period?
 - » The Church was very important because people were willing to put so much time, effort, and money into making such elaborate buildings.
3. *Inferential* Why would someone in the Middle Ages have decided to become a monk?
 - » Answers may vary, but may include the fact that the church played an important role in the lives of people in the Middle Ages; it was a way for someone like a serf to have a better life; monks were assured of a place to sleep, clothing, food, medical care, and an education; being a monk offered some security and protection from the challenges of medieval life.
4. *Evaluative Think Pair Share* How would the lives of a monk and a serf in the Middle Ages differ? How would they be similar?
 - » Answers may vary, but may include the fact that monks went through a training period in which they learned to read and write; monks took part in a ceremony in which they vowed to dedicate their lives to God; serfs were controlled by a lord; serfs lived on a manor; monks lived in a monastery.
 - » Answers may vary, but may include the fact that both worked hard for many hours of the day; both often worked outside to grow food.

- Have students share the information discussed with their partner in the *Think Pair Share* activity.
- Have students take home Activity Page 7.7 to read and complete for homework.

Word Work: *Devote*

5 minutes

1. In the chapter you read, “Monks were men who chose to live apart from society and to devote their lives to the Church.”
2. Say the word *devote* with me.
3. *Devote* means to give one’s time or attention to something.
4. Sandra and her brother love to play basketball, so they devote at least five hours a week to practicing.
5. What activity do you devote a lot of time to? Be sure to use the word *devote* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I devote a lot of time to . . .”]
6. What part of speech is the word *devote*?
» verb

[Use a *Synonyms* activity for follow-up.] What does the word *devote* mean? What are some words that are synonyms, or words that have a similar meaning, of *devote*? [Prompt students to provide words like *pledge*, *commit*, and *vow*.] Turn to your partner and create sentences using the synonyms he or she provided.

WRITING

45 minutes

Take Notes Using a Graphic Organizer

Review

5 minutes

- Tell students that as you are returning the serfs paragraph that each student completed for homework, along with a completed evaluation rubric. Suggest that each student take several minutes to read any comments, as well as the completed evaluation rubric. Explain that while this feedback applies specifically to the informative paragraph students wrote about serfs, understanding the specific areas where they may need to improve will help them as they continue to write other paragraphs. Let students know that later in today’s lesson, you will circulate among students, as students are working, to provide additional feedback individually.
- Remind students that the particular type of paragraph that they have practiced writing during the last several lessons was called an informative or explanatory paragraph, the purpose of which was to provide factual information about a particular topic. Explain that, in addition to providing information, yet another purpose for writing may be to persuade the reader about a certain point of view or opinion. Tell students that they will start working today, and through the next several lessons, to learn how to write a persuasive paragraph and state an opinion.

Materials

- Students’ serfs paragraphs
- Completed writing rubrics
- Knights, Craftsmen, Monks, and Nuns Graphic Organizer
- *Knights, Castles, and Chivalry*
- Activity Pages 7.2–7.6

Model Taking Notes

10 minutes

- Point to the “If You Were a Boy Serf” section that comes at the end of Chapter 2. Several other chapters contain similar sections. Tell students these sections describe people in the Middle Ages and their place in society.
- Remind students they have read about serfs, lords, knights, craftsmen, monks, and nuns. They have taken notes and written descriptive paragraphs about serfs and lords.
- Tell students they will use a graphic organizer to gather information from the Reader about knights, craftsmen, monks, and nuns. This graphic organizer will help them determine which character they would choose to be during the Middle Ages.
- Assign students to one of three or four groups for note-taking: knights (Chapter 3), craftsmen (Chapter 4), monks (Chapter 5), and nuns (Chapter 5 and page 36). Within each group, you may wish to have students work in partners, with some partners starting with the “Homes” category and working from the top of the list down, and others starting with the “Amount of Power” category, working from the bottom of the list up.
- Have students turn to Activity Page 7.2. They have already completed a similar graphic organizer for lords and serfs.
- Remind students that the Middle Ages text they have been reading is informational text and there are many text features (headings, captions, etc.) that are helpful in navigating the text. Tell students the images can also be useful in locating information, as the images often relate to the text around them.
- Have students turn to Chapter 3, “Gloomy Castles and Jousting Knights” and have them follow along as you review how to take notes from a text. Tell students to begin with the section subtitled “If You Were a Knight.”
- Briefly model how to scan the text to locate information for the graphic organizer. Using the Knights, Craftsmen, Monks, and Nuns Graphic Organizer, model taking notes in the “Knights” column.
 - For example, the first category is “Homes.” Tell students that in order to find specific information about the type of homes knights generally lived in during the Middle Ages, they must scan the text for keywords (such as *live* or *home*) and specific information.
 - Scanning the first paragraph of the “If You Were A Knight” section, point out that the second sentence contains the keywords *home* and *live*. Remind students they should always paraphrase notes, or write them in their own words. (*–lived with the lord training them*) Have students copy your paraphrase on their graphic organizers. Write the page numbers of where they found each piece of evidence next to your paraphrased notes.

Practice Taking Notes

20 minutes

- Remind groups of their assigned role, text chapter, and the category they should start with on the graphic organizer. If you have divided your class into four groups, so the categories of “Monks” and “Nuns” are being addressed by separate groups of students, ask each group to circle either “Monks” or “Nuns” in the header on Activity Page 7.2 to show which category they will take notes on.
- **Support** Work directly with students who need additional scaffolding to complete this activity, allowing other students to work independently within their groups.
- Emphasize the importance of writing key information in the shortest form possible, and of paraphrasing, or writing the information in their own words. Remind students that images and captions can provide details as well. Students should write the page numbers of where they found each piece of evidence next to their paraphrased notes.
- Advise students to begin with the “If You Were...” section (or Chapter 5 and page 36 if taking notes on nuns), but scan other parts of the chapter to fill in any gaps in information.
- Circulate and check in with students to support them as they write. Also, use this opportunity to provide additional feedback to individual students regarding the serfs paragraph they wrote.

| Knights | | |
|-----------------|---|---|
| | Direct Quote from Text | Suggested Paraphrase |
| Homes | p. 20 “leave home to live with a family friend or relative who has agreed to train you” | - lived with the lord training them |
| Work | p. 20 “help to dress and to serve the lord ... probably learn to use a sword, to ride a horse, and to wield a lance ... become a squire ... responsible for grooming and saddling the lord’s horses ... cleaning and polishing his armor ... learn how to fight while riding a horse ... learn to use other weapons” p. 21 “expected to serve their lord ... required to honor and protect the church and weaker members of society” | - learned how to dress and serve a lord - learned how to use a sword and ride a horse - protected church and others |
| Clothing | [Students should describe using images in Chapter 3] | - armor, shield, sword |
| Food | [Students should assume this is similar to the food of a lord, as knights-in-training lived with lords] | - good food |
| Amount of Power | p. 21 “expected to serve their lord” | - less power than a lord |

Note

These charts, with the inclusion of direct quotes from the text and suggested paraphrasing, are provided for teacher reference. As you model, you should read the direct quote from the text and describe how to transform that quote into a written paraphrase. Students should complete their graphic organizers with paraphrased notes from the text and page numbers where the information came from.

| Craftsmen | | |
|-----------------|---|---|
| | Direct Quote from Text | Suggested Paraphrase |
| Homes | <p>p. 32 “people lived in small houses crowded together . . . did not have a toilet inside”</p> <p>p. 33 “people in towns cooked on small fires inside their homes”</p> <p>p. 34 “ . . . sent away at an early age . . . live in the home of a master, or highly skilled craftsman.”</p> | <p>- live in town with the family of a master craftsman</p> <p>- towns were dirty and crowded</p> |
| Work | <p>p. 31 “carpenters, papermakers, glassmakers, and blacksmiths”</p> <p>p. 34 “apprentice . . . journeyman . . . master craftsman”</p> | <p>- make <u>specific</u> items, such as furniture, paper, glass, and iron products</p> |
| Clothing | <p>p. 34 “your new family provides the clothes you wear”</p> <p>[Students can describe from images on pages 34 and 35.]</p> | <p>- enough clothes</p> |
| Food | p. 34 “eat with [the master’s] family” | <p>- enough food</p> |
| Amount of Power | p. 32 “towns were not outside the control of the local lord . . . merchants and craftsmen usually paid lords in the form of money or goods . . . in exchange for money or goods, many lords granted towns special charters [that] allowed wealthy and influential townspeople the right to make their own laws” | <p>- paid taxes to lords</p> <p>- could make their own laws</p> <p>- more power and independence than serfs</p> |

| Monks | | |
|-----------------|---|--|
| | Direct Quote from Text | Suggested Paraphrase |
| Homes | p. 41 “spent their lives in monasteries...a building or collection of buildings that housed monks” | <p>- lived in monasteries</p> |
| Work | <p>p. 41 “chose to live apart from society and to devote their lives to the church...spent their lives in monasteries, working on the land, studying, and praying...often the most educated people in Europe”</p> <p>p. 43 “monks and nuns studied the writings of ancient Greeks and Romans”</p> <p>p. 44 “learning to read and write...study texts from the Bible, pray, and learn to farm or to be a craftsman...vow to dedicate your life to God...vow not to marry and to live a humble and obedient life.”</p> <p>p. 45 “might wash clothes, cook, or tend to the vegetable garden...learn to make honey, wine, or beer...learn how to make shoes or furniture...work in a scriptorium copying the works of classical writers or producing new books”</p> | <p>- educated and taught skills</p> <p>- worked on the land, studied, and prayed</p> |
| Clothing | [Students should describe from images on pages 44 and 45.] | <p>- enough clothing</p> |
| Food | p. 44 “assured of a place to sleep, clothing, food, medical care, and an education” | <p>- enough food</p> |
| Amount of Power | <p>p. 44 “even a serf can become a monk”</p> <p>p. 45 “life of a monk provides a degree of security and protection from some of the challenges of medieval life”</p> | <p>- protected from systems of rank and power by church</p> |

| Nuns | | |
|-----------------|---|---|
| | Direct Quote from Text | Suggested Paraphrase |
| Homes | p. 42 “lived in convents, or nunneries” | - lived in convents |
| Work | p. 36 “Abbess Hildegard was a writer and composer” p. 42 “were educated and were taught crafts and other skills...a painting from the 1400s shows nuns kneeling in prayer” p. 43 “studied the writings of the ancient Greeks and Romans...copied ancient writings by hand...preserved ancient knowledge...illuminated manuscripts were works of art | - educated and studied - different subject areas - prayed - copied ancient books and illustrated them with beautiful art |
| Clothing | [students should describe from image on p. 42] | - simple clothing, robes of dark colors (brown or black) , with their heads covered |
| Food | p. 42 “received many of the same benefits as monks” | - food was probably provided |
| Amount of Power | p. 42 “received many of the same benefits as monks” | - protected from systems of rank and power by church |

Share Notes10 minutes

- Display the enlarged graphic organizer from Activity Page 7.2 for use with students. Have students share the notes they took for each category, completing the “Homes” category for knights, craftsmen, monks, and nuns before moving on to the “Work” category for all three.
- Discuss how to keep this activity page in a safe space for use in future lessons, such as in a binder, a common folder with other students, or with their Activity Books.
- Students should complete for homework any categories not shared in the whole group, using Activity Page 7.3 (reproduction of the Reader text for knights), Activity Page 7.4 (reproduction of the Reader text for craftsmen), Activity Page 7.5 (reproduction of the Reader text for monks) and/or Activity Page 7.6 (reproduction of Reader text for nuns).
- **Support** You may wish to have some students take notes on only one or two of the three roles covered on the organizer

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 7.7 to read and complete for homework.
- Have students take home Activity Pages 7.2–7.6 to complete the graphic organizer on Activity Page 7.2. (You may choose to allow students to decide whether to combine monks and nuns as one category or to select either the monks category or the nuns category to complete.)

Materials

- Activity Pages 7.2–7.7

Lesson 8

Unit 2: The Middle Ages

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain the importance of the Church in the everyday lives of Europeans in the Middle Ages
- ✓ Describe the role of monks in the Middle Ages
- ✓ Explain the process one went through to become a monk in the Middle Ages

| LESSON AT A GLANCE | TIME | MATERIALS |
|---|---------|---|
| Reading | | |
| Close Reading: Chapter 5 “The Power of the Church” | 40 min. | Answer Key for Activity Page 7.7; <i>Knights, Castles, and Chivalry</i> ; Activity Pages 7.1, 7.7 |
| Word Work: <i>Destined</i> | 5 min. | |
| Writing | | |
| Take Notes Using a Graphic Organizer | 45 min. | Lords and Serfs Graphic Organizer; Knights, Craftsmen, Monks, and Nuns Graphic Organizer; Pro Chart; Activity Pages 2.6, 7.2, 8.1 |
| Take-Home Material | | |
| Reading | * | Activity Page 8.2 |

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe the lives of monks and nuns and the roles they played in medieval society.

Writing: By the end of this lesson, students will be able to organize notes in preparation for writing an opinion paragraph.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you can access a digital version of this and The Big Question in the digital components for this unit.

Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of “The Power of the Church.”

Writing

- Create an enlarged version of the Pro Chart on Activity Page 8.1 to display and use with students. Alternatively, you can access a digital version in the digital components for this unit.

| | |
|-------------|----------|
| | + |
| Lord | 1. 2. |
| Serf | 1. 2. |
| Knight | 1. 2. |
| Craftsman | 1. 2. |
| Monk or Nun | 1. 2. |

- Plan to divide students into three or four small groups, and to assign each group a different social class on which to work (knight/craftsman/monk/nun).
- Display the enlarged versions of the Lords and Serfs Graphic Organizer completed in Lesson 4 and the Knights, Craftsmen, Monks, and Nuns Graphic Organizer completed in Lesson 7.

READING

45 minutes

Close Reading: Chapter 5 “The Power of the Church” 40 minutes

Review the Chapter 10 minutes

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 7.7, which was assigned for homework.
- Ask students the following questions to review additional details from the previous lesson:
 - Which Church was powerful in Europe during the Middle Ages?
 - » the Christian Church
 - The religion of Christianity is based on whose teachings?
 - » Jesus

Materials

- Answer Key for Activity Page 7.7
- *Knights, Castles, and Chivalry*
- Activity Pages 7.1, 7.7

- Remind students that Jesus was born during the Roman Empire, hundreds of years before the beginning of the Middle Ages.
 - Who is the leader of the Christian Church based in Rome?
 - » the pope
- Ask students to look at the images of the cathedrals on page 38, 40, and 42.
 - Looking at these images, what can you tell about the power, wealth, and importance of the Church in the Middle Ages?
 - » These images show that the Church was wealthy and very important to the lives of people because the buildings are very large and elaborate, and they took a long time and a lot of money to build.
- Tell students they will reread Chapter 5, “The Power of the Church.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Read the purpose for reading from the board/chart paper:

Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of “The Power of the Church.”

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

What practices in the Middle Ages show the influence and power of the Church?

Close Reading

The practice of close reading involves directing students’ attention to specific aspects of a text. The guided reading supports in this close reading of Chapter 5, “The Power of the Church,” are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students’ understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.

Note

Close reading lessons present excellent opportunities to ensure that English learners and other students who need additional support fully comprehend a reading selection.

- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, ask all students to provide a written response before one student responds orally.

Read “The Power of the Church”

20 minutes

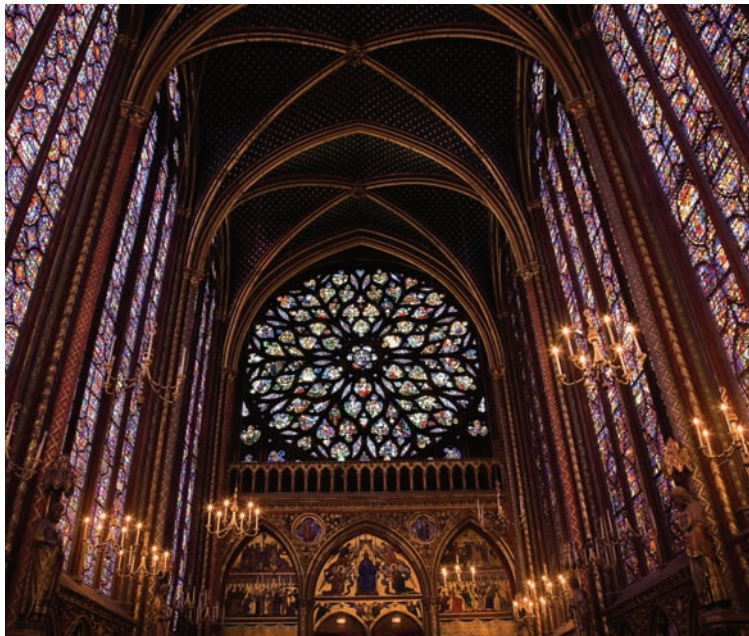
- Read the title of the chapter as a class, “The Power of the Church.” As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

Chapter 5

The Power of the Church

THE BIG QUESTION
What practices in the Middle Ages show the influence and power of the Church?

*It is 6:00 a.m. The church bells are ringing to welcome the day and to **summon** you to church. The early morning sunlight illuminates the stained-glass windows. Sometimes, at daybreak, you attend a church service before starting work. You pray often and your life is **anchored** to the Church.*

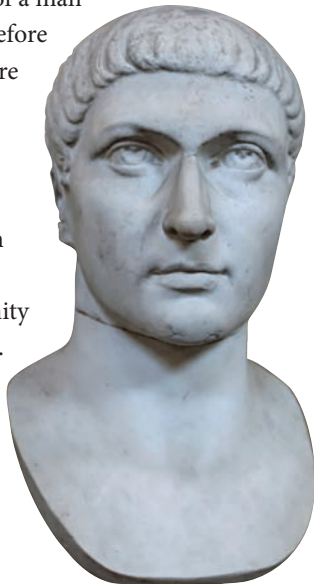


Stained-glass windows in La Sainte-Chapelle in Paris, France, built in the 1200s

It may be impossible for us to understand just how important the Christian Church was to most Europeans in the Middle Ages. Not only did the local lords have great influence over people's lives, but the Church did, too. The power of the Church had grown gradually over a long period of time.

Christianity is based on the teachings of a man named Jesus who lived hundreds of years before the Middle Ages began. Jesus's followers were known as Christians.

In the first three hundred years after Jesus's life, Christianity grew slowly. In fact, in the early years of the ancient Roman civilization, Romans were not permitted to practice the Christian faith. Later, Christianity was tolerated as one religion among several. Eventually, it became the official religion of the Roman Empire. Christianity spread throughout the Empire. As it spread, the power and influence of the Church in Rome grew. The pope was the leader of the western Church.



Under the Roman emperor Constantine the Great, Christianity was accepted as one of several religions in the Roman Empire.

A As time went on, during the Middle Ages, conflicts developed between the eastern followers of the Church, who spoke Greek, and the western followers, who spoke Latin. Finally, in 1054 CE, the two sides split over differing beliefs. The eastern Church was called Orthodox. Members of the Orthodox Church thought their beliefs were orthodox, or correct. The western Church, based in Rome, was called Catholic. Members of the Catholic Church thought their beliefs were catholic, or universal.

39

A [Have students silently read the last paragraph on page 39 to the top of page 40.]

B *VOC Inferential* What does the word *orthodox* mean?

» correct

Why do you think the eastern part of the Church chose this word as part of its name?

» The Orthodox Church thought its beliefs were correct.

[Point out that, like the word *church*, the word *orthodox* is shown in this text with both a lowercase letter and with a capital letter. Explain that when it is written with a lowercase letter, it is an adjective, and when it is written with a capital letter, it is a proper noun referring to a specific church.]

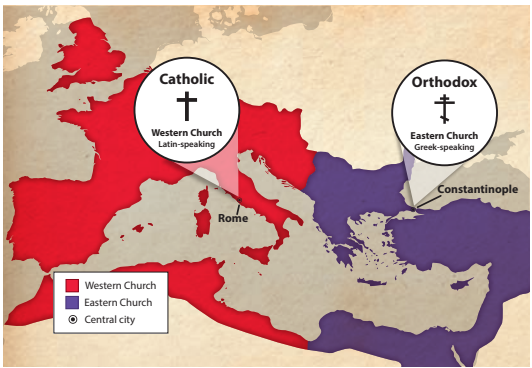
C *VOC Inferential* What does the word *catholic* mean?

» universal, which means applying to or including everyone

Why do you think the western part of the Church chose this word as part of its name?

» The Catholic Church thought its beliefs applied to everyone.

[Point out that, like the words *church* and *orthodox*, the word *catholic* is shown in this text with both a lowercase letter and with a capital letter. Explain that when it is written with a lowercase letter, it is an adjective, and when it is written with a capital letter, it is a proper noun referring to a specific church.]



The Christian Church split apart

The two Christian Churches that emerged during the Middle Ages still exist today.

In western Europe, almost every village and town had a church. Most people attended church on Sunday.

In addition, certain days were considered holy days to mark important events in the life of Jesus and his followers. People did not work on these days, but instead went to church. Some holy days were feast days and other holy days were days of **fasting**. Christmas, an important Christian holiday, was a time of feasting, or celebration. The forty days before Easter, another Christian holiday, were a time of fasting called Lent.

Architects and craftsmen in the Middle Ages built beautiful churches to express their love for God. New engineering skills enabled stonemasons to create a style of architecture that later became known as Gothic. They built tall towers, arches, **rose windows**, and **spires**. Sometimes it took hundreds of years to complete a great medieval cathedral.



Chartres Cathedral

A Holy shrines dedicated to people who played an important role in the history of Christianity were scattered across western Europe. These shrines were usually places where religious figures had been killed or buried, or where miracles were believed to have happened. Most Christians



Medieval pilgrims

hoped to go on at least one journey, or pilgrimage, to visit one of these shrines in their lifetime. For many, going on a pilgrimage meant walking or riding long distances, and eating and sleeping in roadside taverns or religious houses. Many men and women made the journey to fulfill a vow to God, to seek a cure for a disease, or just to travel abroad.

B C

Monks were men who chose to live apart from society and to **devote** their lives to the Church. They spent their lives in monasteries, working on the land, studying, and praying. Monks were often the most educated people in Europe, especially in the early part of the Middle Ages. A monastery was a building, or collection



Sénanque Abbey in Provence, France, was founded in 1148 CE.

of buildings, that housed monks. Monasteries were usually contained within high walls that provided a certain amount of protection.

A [Have students read the first paragraph on page 41 silently.]

B **VOC Inferential** What does the word *pilgrimage* mean?

» a religious journey

What clues from the text help you determine the meaning of the word pilgrimage?

» *journey; visit one of these shrines; journey to fulfill a vow to God*

C **COMP Inferential** Why would most Christians hope to go on at least one pilgrimage in their lifetimes?

» Answers may vary, but may include the fact that the Church was an important part of the lives of Christians in the Middle Ages.

Women also joined the Church. Women who devoted their lives to the Church were called nuns. Nuns lived in convents, or nunneries. Nuns received many of the same benefits as monks. They were educated and were taught crafts and other skills.

As the Church grew in power and influence, it became very wealthy. The Church raised taxes and it owned land. People who held powerful positions within the Church often came from wealthy noble families. They gave large amounts of money to the Church. The Church also influenced political decisions and supported or opposed kings.



A painting from the 1400s shows nuns kneeling in prayer.

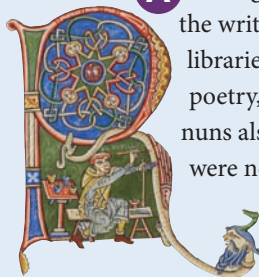


Interior of the Duomo, or Cathedral, of Pisa, Italy, begun in the 1000s

Not only powerful people gave money to the Church. All Christians were required to pay one-tenth of their earnings to the Church. This payment was known as a tithe.

However, there was a troubling side to this deeply religious period in history. Some people expressed ideas with which the pope and other Church leaders disagreed. Church leaders called these contradictory opinions heresy, and the people who held them were called heretics. Heretics were treated cruelly.

Precious Books



A During the Middle Ages, monks and nuns studied the writings of ancient Greeks and Romans. Their libraries contained books about religion, science, poetry, mathematics, and history. Monks and nuns also copied ancient writings by hand. There were no machines or printers that made books.

By copying these texts, monks and nuns helped to preserve, or save, ancient knowledge that would otherwise have been lost.

B

Illuminated manuscripts were works of art.

In the late Middle Ages, the higher social classes who could read, and even write, owned their own prayer books, such as the *Books of Hours*. These prayer books were read at different times of the day. In addition to prayers, the books included biblical texts, calendars, hymns, and painted pictures.

Many of the books produced by monks and nuns contained **exquisite** art and design features. After the Middle Ages, as a result of Johannes Gutenberg’s invention of the printing press around 1450 CE, more affordable books were produced. These printed books began to replace the beautiful handmade books and made these original manuscripts even more rare.

C



Page from *Book of Hours* created in the early 1400s for John, Duke of Berry (France)

- A** [Have students read page 43 silently.]
- B** *COMP Inferential* What role did monks and nuns play during the Middle Ages in preserving writings from ancient Greece and Rome?

 - » Monks and nuns copied these writings by hand into new books.

Why might it be important to preserve this ancient knowledge?

 - » Answers may vary, but may include the fact that much of what historians know about these ancient civilizations comes from their writings, and the monks helped save that information.
- C** *COMP Inferential* Why did monks and nuns spend so much time carefully writing and illustrating prayer books such as the *Books of Hours* by hand?

 - » Answers may vary, but may include the fact that that was the only way to get books until the invention of the printing press. The Church and prayer were very important to people in the Middle Ages.

A LIT Inferential [Read the heading “If You Were a Monk” and the first paragraph on page 44 aloud.] When the author writes, “If you were a monk” and “Therefore, if you are not destined to become a landowner or a merchant, then becoming a monk is a good option,” to whom is the author talking?

» to the reader

B LIT Inferential This is written in the second-person point of view, meaning that the author is directly addressing the audience. Why would the author of this text use the third-person point of view throughout most of the text, and then change to second-person point of view in some parts, such as the text on pages 44 and 45?

» Answers may vary, but may include that the author wanted the reader to better be able to imagine what life was like during the Middle Ages. By using the pronoun *you*, the author brings the reader into the story and allows him/her to visualize life as a monk.

C SYN Inferential [Read the second paragraph on page 44 aloud.] The word *however* signals a change from the previous sentence or paragraph. What is the change that occurs from the first sentence?

» The first sentence states something negative about life in a monastery, but the second sentence states something positive.

D Inferential COMP What words, phrases, or images provide clues to the meaning of *humble* in this paragraph?

» Possible clues include: *dedicate* your life to God; *vow* not to marry; *obedient* life; plain clothing in the images.

What does the word *humble* mean? (a) proud; (b) not thinking you are better than everyone else; (c) holy; or (d) not concerned with how difficult life could be in the Middle Ages?

» (b) not thinking you are better than everyone else

If You Were a Monk **A**

Young boys like you are often given to a monastery. Even a serf can become a monk. Therefore, if you are not **destined** to become a craftsman or a merchant, then becoming a monk is a good option. **B**

C Life within a monastery certainly is hard. However, you are assured of a place to sleep, clothing, food, medical care, and an education.

Your training will take

many years. When you

start your training, you

are called a novice, another word for

beginner. You begin by learning to read and write. You study texts from the Bible, pray, and learn to farm or to acquire a certain skill. If,

at the end of

your training,

you are certain

you want

to join the

Church, you

take part in a special ceremony. In

this ceremony, you vow, or promise,

to dedicate your life to God. You also

vow not to marry, and to live a **humble**

and obedient life. Then, the top of your

head is shaved, identifying you as a monk.



Novice



Novice working in the monastery garden



Novice taking his vows



Monks chanting hymns

E As a monk, you spend a large part of your day in worship and prayer. However, you also spend time working on the land or in the monastery itself. You might wash clothes, cook, or tend to the vegetable garden. You might learn to make honey, wine, or beer. Or, you might learn how to make shoes or furniture. If you have a beautiful singing voice, you might participate in the performance of Gregorian

chants. Gregorian chants

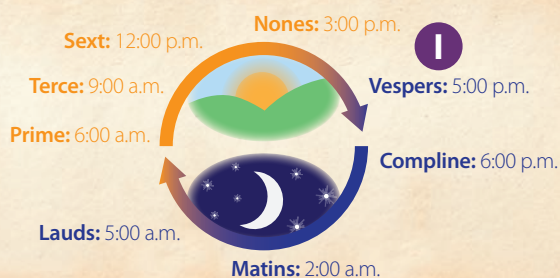
are a form of **sacred** vocal music, or musical speech, based on hymns or passages from the Bible. Monks perform these chants on certain holy days. As a gifted artist, you might work in the scriptorium copying the work of classical writers or producing new books. For many like you, the life of a monk provides a degree of security and protection from some of the challenges of medieval life. **F** **G**



Monk working in the scriptorium

H

A Monk's Daily Prayer Schedule



E **SYN Inferential** [Read the first paragraph on page 45 aloud.] What does the word *however* signal here?

- » There is a change that takes place between the first and second sentence. Although the first sentence says monks spend a large part of their day in prayer, the *however* used at the beginning of the second sentence shows there is a change; monks did not spend their entire day in prayer. They also did other work.

F **COMP Literal** What were some of the jobs monks did in the monastery?

- » They washed clothes; cooked; tended to the garden; made honey, wine, or beer; made shoes or furniture; performed Gregorian chants; or copied works of classical writers or produced new books.

G **VOC Inferential** What words or phrases provide clues to the meaning of *sacred* in this paragraph?

- » Possible clues include: musical speech based on *hymns* or *passages from the Bible*; monks perform these chants on *holy days*.

What does the word *sacred* mean: (a) proud; (b) not thinking you are better than everyone else; (c) holy; or (d) not concerned with how difficult life could be in the Middle Ages?

- » (c) holy

H **COMP Literal** [Have students look at the image on the bottom of page 45.] What information is contained in this image? How do you know?

- » It is the schedule monks followed each day for their prayers. The title of the chart is "A Monk's Daily Prayer Schedule."

I **Challenge Evaluative** [Have a student read the times of prayer aloud.] Do you think the monk's daily prayer schedule would have been easy or difficult to follow? Why?

- » Answers may vary, but students may say it was difficult because the prayer times spanned both day and night, leaving little room for rest or the other activities in which monks participated.

Note

This wrap up relates to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Ask students to summarize the practices in the Middle Ages that show the influence and power of the Church.
 - Answers may vary, but should include support from the text.
- Ask students to summarize what it was like to be or to become a monk during the Middle Ages. You may wish to call on different students to summarize different parts of the text.
 - Answers may vary, but should include the following information:
 - » Being/becoming a monk had positive aspects, but it could also be a difficult way of life. Although the process of becoming a monk was long and life in a monastery was hard, monks were assured of a place to sleep, clothing, food, and medical care.
 - » Monks vowed to devote their lives to God, did not marry, and lived a humble and obedient life.
 - » Although monks spent most of their time in prayer, there were many jobs they performed, both on the land and in the monastery.
- Have students take home Activity Page 8.2 to read aloud to a family member. Explain that they are rereading this portion of the text for fluency, so they should read through it at least once from beginning to end without stopping.

Word Work: *Destined*

5 minutes

1. In the chapter you read, “Therefore, if you are not destined to become a craftsmen or a merchant, then becoming a monk is a good option.”
2. Say the word *destined* with me.
3. *Destined* means certain to become something or do something.
4. Antonella is such a good artist that she is destined to become famous.
5. Describe someone who was destined to become something or to do something in his or her life. [Ask two or three students to use the target word in an oral sentence. If necessary, guide and/or rephrase students’ responses to use the target word in complete sentences: “_____ was destined to become . . .”]
6. What part of speech is the word *destined*?
 - » adjective

[Use a *Making Choices* activity for follow-up]. I will read to you several sentences about a person becoming or doing something in his or her life. If that person was destined, or certain, to become or do that thing, say “S/he was destined to become/do . . .” If it was not certain that s/he would become or do something, say, “S/he was not destined to become/do . . .”

1. Mozart, who began playing and writing music from a very young age, and spent many hours practicing, became a world-famous musician.
» Mozart was destined to become a musician.
2. Mia, who is very smart and works very hard in school, wants to get good grades.
» Mia is destined to get good grades.
3. Pablo is hungry and wants to have apples as a snack.
» Pablo is not destined to have apples as a snack.
4. Christopher Columbus sailed west from Europe and wanted to reach the Indies in the East.
» Christopher Columbus was not destined to reach the Indies in the East.

WRITING

45 minutes

Take Notes Using a Graphic Organizer

Model Organizing Ideas

10 minutes

- Tell students that today they will get the chance to express their opinions about the different people who lived during the Middle Ages, by listing pros for each. Explain that a pro is a positive reason in favor of something. Explain that the opposite of a “pro” is a “con,” which is a negative reason to be against something.
- Have students turn to Activity Page 8.1. Explain that the Pro Chart on this activity page is an effective way to organize one’s thoughts when trying to figure out reasons that could convince a reader to believe your opinion. Students will list at least two pros (positive reasons) for being a lord, serf, knight, craftsman, monk, and nun. Doing so will help students select the topic for their draft opinion paragraph.
- Students may have different opinions regarding whether certain aspects of life are positive. Students should consider what they have learned about feudalism and power relationships in the Middle Ages when listing positives of the various people’s lives.
- Explain that the “+” sign at the top of the chart is to remind students that they are to list positive reasons for being a lord, serf, knight, craftsman, monk, and nun during the Middle Ages.
- Tell students that you will begin by showing them how to use the Lords and Serfs Graphic Organizer on Activity Page 2.6 to list the pros of being a lord in the Pro Chart on Activity Page 8.1.

Materials

- Lords and Serfs Graphic Organizer
- Knights, Craftsmen, and Monks, and Nuns Graphic Organizer
- Pro Chart
- Activity Pages 2.6, 7.2, 8.1

| | Lords | Serfs |
|-----------------|--|---|
| Homes | - castle or manor house | - simple one-room mud houses with straw roofs |
| Work | - received taxes from serfs - charged serfs for grinding flour - fought other lords | - worked all of the time to grow food for the lord and for their families |
| Clothing | - nice clothes | - simple clothes |
| Food | - enough food | - not enough to eat |
| Amount of Power | - controlled land and towns near the castle - controlled the people who worked on the land and lived in the towns | - little power - needed permission from lord to do things |

- Tell students that you will review the notes you took about life as a lord on the Lords and Serfs Graphic Organizer and choose two positive things to list on the Pro Chart, such as “Lords lived in castles or manor houses. Lords controlled the land and towns near their castles.”
- Have students copy the pros about being a lord during the Middle Ages onto their Pro Charts. Remind students to use complete sentences.

| | + |
|-------------|--|
| Lord | 1. Lords lived in castles or manor houses. 2. Lords controlled the land and towns near their castles. |
| Serf | 1. 2. |
| Knight | 1. 2. |
| Craftsman | 1. 2. |
| Monk or Nun | 1. 2. |

Practice Organizing Notes

30 minutes

- Tell students that you will now guide them in using the Lords and Serfs Graphic Organizer on Activity Page 2.6 to complete the “Serf” row of the Pro Chart on Activity Page 8.1.
- Have students turn to Activity Page 2.6 and place their finger on the “Serf” row. Tell students they will review the notes listed in this row, looking for the pros of being a serf during the Middle Ages.

| | Lords | Serfs |
|-----------------|--|---|
| Homes | - castle or manor house | - simple one-room mud houses with straw roofs |
| Work | - received taxes from serfs - charged serfs for grinding flour - fought other lords | - worked all of the time to grow food for the lord and for their families |
| Clothing | - nice clothes | - simple clothes |
| Food | - enough food | - not enough to eat |
| Amount of Power | - controlled land and towns near the castle - controlled the people who worked on the land and lived in the towns | - little power - needed permission from lord to do things |

- Brainstorm two positive things about being a serf in the Middle Ages. Remind students that they might need to consider other things they have read about serfs, such as, “Serfs were protected by the lord.” Have students copy what you write onto their Pro Charts.

| | + |
|-------------|--|
| Lord | 1. Lords lived in castles or manor houses. 2. Lords controlled the land and towns near their castles. |
| Serf | 1. Serfs were protected by the lord. 2. |
| Knight | 1. 2. |
| Craftsman | 1. 2. |
| Monk or Nun | 1. 2. |

- Have students store Activity Page 2.6 in a safe place (or collect them from students).
- Distribute or have students take out Activity Page 7.2 (Knights, Craftsmen, Monks, and Nuns Graphic Organizer).

| | Knights | Craftsmen | Monks or Nuns |
|-----------------|---|--|---|
| Homes | - lived with the lord training them | - lived in town with the family of a master craftsman" - towns were dirty and crowded | - lived in monasteries |
| Work | - learned how to dress and serve a lord - learned how to use a sword and ride a horse - protected church and others | - made specific items, such as furniture, paper, glass, and iron products | - educated and taught skills - worked on the land, studied, and prayed |
| Clothing | - armor, shield, sword | - enough clothes | - enough clothing |
| Food | - good food | - enough food | - enough food |
| Amount of Power | - less power than a lord | - paid taxes to lords, but could make their own laws - more power and independence than serfs | - protected from systems of rank and power by church |

- Ensure that students in each of the three or four small groups know which social class (knight/craftsman/monk/nun) they will be working on.
- Within the small groups, students should work in partners to use Activity Page 7.2 to complete their respective rows of Activity Page 8.1. Tell students that they should start with their designated social class, and then move on to the others if they have time.
 - **Support** For students who need extra support, you may wish to have them only list pros for one or two of the three social classes covered on the organizer.
 - **Challenge** For students who need additional challenge, have them write a paragraph comparing the pros of two social classes.

Wrap Up

5 minutes

- Have representatives from each small group share with the whole class at least one pro for being a knight/craftsman/monk/nun during the Middle Ages.
- Students should use Activity Page 7.2 to complete the remaining rows of Activity Page 8.1 for homework. Tell students they should also think about who they would rather have been if they had lived during the Middle Ages: a serf, knight, craftsman, monk, or nun. Tell students they will not be able to choose lord, as you have been and will continue to model writing about lords throughout this unit. For Lesson 10, they will need to make a decision based on the pros on Activity Page 8.1.

TAKE-HOME MATERIAL

Writing; Reading

- Have students take home Activity Page 8.2 to read aloud to a family member for fluency. Remind students they should read Activity Page 8.2 through at least once from beginning to end without stopping.
- Have students take home Activity Pages 7.2 and 8.1 to complete their writing homework.

Materials

Activity Pages 7.2, 8.1, 8.2.

Lesson 9

Unit 2: The Middle Ages

CORE CONTENT OBJECTIVES

Students will:

- ✓ Identify William the Conqueror as the victor in the Battle of Hastings in 1066
- ✓ Explain that the Battle of Hastings helped bring about a change in the English language

| LESSON AT A GLANCE | TIME | MATERIALS |
|--|---------|--|
| Reading | | |
| Whole Group: Chapter 6 “1066: The Battle that Changed History” | 40 min. | <i>Knights, Castles, and Chivalry</i> ; Map of Europe; Activity Page 9.1 |
| Word Work: <i>Determination</i> | 5 min. | |
| Grammar | | |
| Use Adjectives and Adverbs Correctly | 15 min. | Activity Page 9.2 |
| Morphology | | |
| Practice Prefix <i>en-</i> | 15 min. | Activity Page 9.3 |
| Spelling | | |
| Practice Spelling Words | 15 min. | Activity Page 9.4 |
| Take-Home Material | | |
| Reading | * | Activity Page 9.5 |

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to explain why the Battle of Hastings was such an important battle in history.

Grammar: By the end of this lesson, students will have gained additional practice in identifying verbs and adverbs in sentences and be able to identify the difference between using adjectives and adverbs in sentences.

Morphology: By the end of this lesson, students will have gained additional practice in distinguishing between root words and words with the prefix *en-* and use those words correctly in sentences. In addition, students will be able to apply their knowledge of the prefix *en-* to define and use unfamiliar words.

Spelling: By the end of this lesson, students will have gained additional practice spelling targeted words.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you can access a digital version of this and The Big Question in the digital components for this unit.

Read carefully to find out about an important battle during the Middle Ages between two leaders and their countries: William, Duke of Normandy, and Harold, King of England.

- Display a map of Europe on the wall. Alternatively, you can access a digital version in the digital components for this unit.

Grammar

- Write the following sentences on the board/chart paper and cover them until the grammar lesson.

| |
|---|
| The busy intersection meant pedestrians had to be careful crossing. |
| The children cleaned the room for the party busily. |
| The brave captain sailed to a far-off land. |
| She volunteered bravely to go first. |
| Our neighbor is a kind soul who always makes us cookies. |
| My cousin shoveled the walkway for us kindly. |
| They found the perfect gift for their grandpa. |
| The gift was wrapped perfectly. |

Materials

- *Knights, Castles, and Chivalry*
- Map of Europe
- Activity Page 9.1

Note

This chapter will be reread by students, working with partners, in the next lesson. This first read of the chapter will focus on the text on pages 48–53, and the next lesson will cover the entire chapter.

READING

45 minutes

Whole Group:
Chapter 6 “1066: The Battle that Changed History”

40 minutes

Review

5 minutes

- Remind students that in previous chapters, they read about various people who lived in on a particular continent in the years following the end of the Roman Empire.
 - Ask students to name that continent.
 - » Europe
 - Ask students to explain who knights were and why they were important to people who lived in the Middle Ages.
 - » Knights were special soldiers who received lengthy training and who fought on horseback with special weapons.
 - » It was important to have knights during the Middle Ages because there were many conflicts between different groups of people during the Middle Ages, and knights fought in these conflicts.

Introduce the Chapter

5 minutes

- Tell students that they will read Chapter 6, “1066: The Battle that Changed History.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Direct students to the map of Europe. Point out England and France, specifically the northwest region of France, where Normandy is located. Explain that the chapter today refers to this region of Europe.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *determination*.
- Have them find the word on page 49 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *determination*, then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.

- Have students reference Activity Page 9.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **determination, n.** a quality that makes you keep trying to do something difficult **(49)**
2. **penetrate, v.** to go through or into something **(49)**
3. **tactic, n.** a planned action or method used to achieve a particular goal **(tactics) (50)**
4. **retreat, v.** to back away from danger **(retreated; retreats, n.) (50)**
5. **pursue, v.** to follow to capture; try to accomplish **(pursued) (50)**
6. **draw, v.** to take something out of a container, pocket, or safe place **(drew) (50)**
7. **resistance, n.** an effort made to stop or fight against someone or something **(51)**
8. **mass, adj.** widespread, or affecting many people **(51)**
9. **commission, v.** to request or order something be made or done **(commissioned) (53)**

| Vocabulary Chart for Chapter 6 “1066: The Battle that Changed History” | | |
|--|---------------------------------|---|
| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
| Core Vocabulary | | determination penetrate tactic retreat pursue draw resistance mass commission |
| Spanish Cognates for Core Vocabulary | | determinación penetrar táctica resistencia masa |
| Multiple-Meaning Core Vocabulary Words | | retreat draw mass |
| Sayings and Phrases | | |

- Read the purpose for reading from the board/chart paper:

Read carefully to find out about an important battle during the Middle Ages between two leaders and their countries: William, Duke of Normandy, and Harold, King of England.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

How did the Battle of Hastings change history?

Read “1066: The Battle that Changed History”

20 minutes

- A** [Have students silently read page 48 and continue to the end of the paragraph on the top of page 49.]
- B Inferential** [Have one student read the last sentence at the end of the first paragraph aloud: *What happened next changed the course of English history.*] Why might the author have chosen to end this paragraph with a sentence like this?
- » Answers may vary, but could include that this sentence captures the reader's attention and lets the reader know that this was a very important event.

Chapter 6

1066: The Battle that Changed History

THE BIG QUESTION
How did the Battle of Hastings change history?

A On October 14, in the year 1066 CE, near the small coastal town of Hastings, England. At the top of a rolling hill known as Senlac Hill, thousands of foot soldiers stood in a line. At around 9:00 a.m. on this autumn day hundreds of years ago, English soldiers prepared to battle an invading army. What happened next changed the course of English history.

B

The English soldiers formed a shield wall at the top of Senlac Hill.

The English soldiers, led by their king, Harold, stood at least 7,000 strong. However, these brave

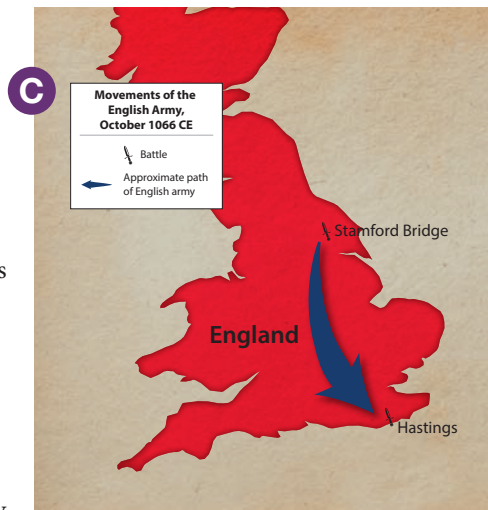
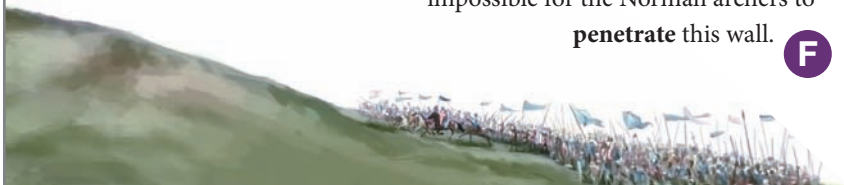


and loyal soldiers had recently marched about 200 miles. They came from the north of England where they had already fought an invading force. Though victorious, these soldiers were tired.

D As they stood on the hill, the English soldiers could see that they faced a large, well-equipped Norman army.

The Normans, who came from a region of France, had approximately 10,000 men. They had thousands of skilled archers. They also had thousands of foot soldiers and knights who fought on horseback. The English, however, had mostly foot soldiers armed with simple weapons, such as bows and arrows, axes, spears, swords, and daggers.

Nevertheless, the English line was strong. What they lacked in energy, they made up for in **determination**. They stood with their shields raised, creating a strong shield wall. From their position on top of Senlac Hill, they made it almost impossible for the Norman archers to **penetrate** this wall.



The English soldiers marched about 200 miles to reach the battle site.

C [Point out the map on page 49, which shows how far the English soldiers marched. The caption beneath this map indicates they marched about 200 miles. Select a landmark or location familiar to students that is approximately 200 miles away, and discuss whether they think they could walk to that location.]

D [Have students read the rest of page 49 silently.]

E *Evaluative* Compare and contrast the two armies.

- » The Normans came from France and the English soldiers came from England.
- » The Normans had 10,000 men and the English had 7,000.
- » The Normans had skilled archers, thousands of foot soldiers, and knights on horseback; the English had mostly foot soldiers armed with simple weapons, such as bows and arrows, axes, spears, swords, and daggers.

F *Inferential* What else do we know about the English army?

- » The English line was strong; but they were tired. They were determined. The English soldiers created a shield wall with a line of soldiers all holding up their shields.

G *Inferential* What does the word *determination* mean?

- » a quality that makes someone keep trying to do something, even if it is difficult

What words or phrases in the text provide clues to the meaning of the word *determination*?

- » *Nevertheless, the English line was strong; they stood with their shields raised; they made it almost impossible*

A [Have students read page 50 silently.]

B The word *drew* has several different meanings. You know the word means to have made a picture. *Drew* also means to get something out of a safe place. Here the Norman attacks and retreats got the English out of their positions on Senlac Hill.

C Inferential What happened that made it possible for William and the Norman soldiers to take over the English?

» The Normans attacked the English shield wall and then retreated several times. When the English soldiers saw the Normans retreating, they pursued them, creating a break in the wall. This made it possible for the Normans to penetrate the English front and ultimately win.

A The Normans needed to change their **tactics**. William, Duke of Normandy and leader of the invading army, sent his knights charging up the hill. The English responded with arrows, spears, and even stones. They forced the Norman knights to **retreat**.

The English soldiers once again defended their position. Still unable to break the wall, the Norman knights retreated. Seeing this, some English soldiers broke the wall and **pursued** the fleeing knights. This proved to be a fatal mistake. The English shield wall now had gaps in it.

Throughout the day, Norman attacks and retreats **drew** the English soldiers out of their positions. As more and more English soldiers left their positions on Senlac Hill, they encountered Norman knights on horseback. The knights surrounded them. Then King Harold was killed. Although the English soldiers fought bravely, the



Death of King Harold



Bayeux Tapestry section showing English foot soldiers and mounted Normans

Norman knights charged up the hill. Without a strong defensive line, the Norman knights were able to overwhelm the English soldiers. What was ultimately an eight-hour bloody battle ended with a Norman victory. The Duke of Normandy and his army had defeated the English.

D Although victorious, William could not yet pronounce himself king. He and his soldiers began to march to the capital city of London. They chose to follow the old Roman road to London. Along the way, William met little **resistance** until he reached the capital. **E**



William meeting with his nobles

The first real armed resistance came when the Norman army arrived at London Bridge. This bridge was the only way across the river into the city. Instead of fighting, William decided to send his soldiers into the surrounding countryside to burn the local villages. Fearing **mass** destruction, a number of important English lords surrendered and vowed to be loyal to William. **F**

On Christmas Day in Westminster Abbey, in the year 1066 CE, the Norman duke was crowned King William I of England. From that moment on, he became known as William the Conqueror.

Why did the Battle of Hastings take place? It took place because Harold and William each believed he was the true king of England. There could be only one victor, and, in the end, it was William. **G**



William as king

D [Have students read page 51 silently.]

E Inferential After defeating the English army, what did William and the Normans have to do before William could pronounce himself king?

» They had to march to the capital city of London.

F Support What does the word *mass* mean?

» widespread or affecting many people

G Inferential Why did the Battle of Hastings take place?

» There was a disagreement about who was the proper king of England and, because only one person could be king, they fought to determine who would become king.

Which of the following lines of text provides the best evidence for your answer: (a) *On Christmas Day in Westminster Abbey, in the year 1066, the Norman duke was crowned King William I of England.* (b) *What happened next changed the course of English history.* (c) *They forced the Norman knights to retreat.* (d) *It took place because Harold and William each believed he was the true king of England.*

» (d) It took place because Harold and William each believed he was the true king of England.

A [Have students read page 52 silently.]

B Inferential What is recorded in the *Domesday Book* and why did William want this information?

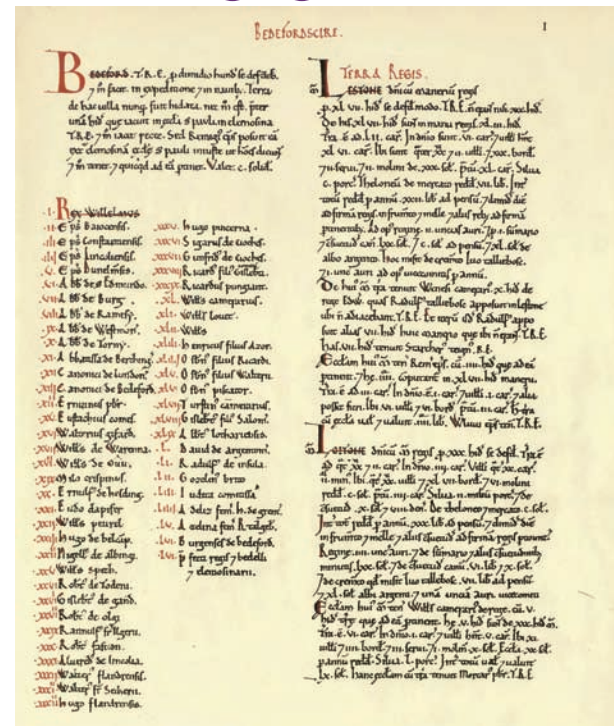
- » It is a record of the property people owned throughout England. William wanted the information to figure how much he could collect in taxes.

[Explain that the word *doomsday* (spelled *Domesday* here) is a reference to a part of the Christian Bible that states that on the last day of the world, a complete list of people and their actions will be created. William's list was a complete list of people and property, so it was being compared to the list referred to in the Christian Bible.]

C Inferential How could the information in the *Domesday Book* be useful to historians today?

- » It provides information about the different counties, or areas, of England, and it provides information about the property people owned at the time.

A About 20 years after the Battle of Hastings, William decided that he wanted to know how rich England was. He wanted to know how much money people had in order to determine what taxes he could collect. William ordered officials from different counties to ride out across the land to find out. Although these men did not visit every location, or record every piece of property, they did collect a lot of information. They sent the information to the king's clerks who recorded it in two books. These books later became known as *Great Domesday* and *Little Domesday*. Today we simply refer to these books as the *Domesday Book*. **B C**



Page from the *Domesday Book*

Bayeux Tapestry

The Bayeux Tapestry is a medieval embroidered cloth that tells the story of the Norman Conquest. The story is told in Latin text and beautiful images that were embroidered onto 231 feet of linen cloth. The Bayeux Tapestry is believed to have been **commissioned** around the year 1075 CE by a member of William’s family. Much of what we know about the Battle of Hastings is because of this extraordinary tapestry.



In the top image you can see William the Conqueror on horseback. In the bottom image, you can see English soldiers defending themselves against Norman cavalry using a shield wall.

Note

Question 2 relates to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapter.

1. **Inferential** Describe the tactics the Norman and English armies used during this battle.
 - » The Norman army was larger and had better weapons, but the English army had taken a position at the top of the hill, giving them an advantage. At first, the Norman army tried to charge up the hill, but they were forced to retreat. The Normans tried several times to attack and retreat. The English tactic was to pursue the Normans during one of the retreats, which drew the English out of their positions. When the English were drawn out of their positions, the Norman army surrounded them on horseback and overwhelmed them.
2. **Evaluative Think Pair Share** The title of the chapter is “1066: The Battle that Changed History.” Do you think this is a good chapter title? Why or why not? Support your answer with evidence from the text.
 - » Answers may vary, but should include evidence from the text about why the battle did or did not change history.

- Have students share the information discussed with their partner in the *Think Pair Share* activity.
- Have students take home Activity Page 9.5 to read and complete for homework.

Word Work: Determination

5 minutes

1. In the chapter you read, “What [the English soldiers] lacked in energy, they made up for in determination.”
2. Say the word *determination* with me.
3. Determination is a quality that makes someone keep trying to do something difficult.
4. The runner’s determination to finish the race kept him going even though it was raining outside.
5. Think of something difficult that you might have used determination to accomplish, or something difficult you have seen someone else use determination to finish. Try to use the word *determination* when you tell about it. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I used determination to finish or accomplish ____.” or “____ used determination to finish or accomplish ____.”]
6. What part of speech is the word *determination*?
 - » noun

[Use a *Word Parts* activity for follow-up.] The suffix *-tion* is used to change a verb into a noun. What is the verb in the word *determination*? (*determine*) I’m going to give you several verbs and their meanings. I’d like you to add the suffix *-tion* to create a noun and then tell me what the new word means.

- 1. *celebrate*; to do something special for an important occasion
» *celebration*; something special done for an important occasion
- 2. *create*; to make something
» *creation*; something that is made
- 3. *cooperate*; to work together
» *cooperation*; a situation that involves working together
- 4. *invent*; to create something for the first time
» *invention*; something that is made for the first time
- 5. *educate*; to teach or give knowledge to
» *education*; the process of teaching or giving knowledge to

GRAMMAR

15 minutes

Use Adjectives and Adverbs Correctly

- Remind students that adjectives describe nouns and adverbs describe verbs. Adding *-ly* to adjectives changes them to adverbs, which are words that describe how the verb is done.
- Display the first two sentences you prepared in advance.
- Have students read the first sentence. (*The busy intersection meant pedestrians had to be careful crossing.*) Have them identify the noun-adjective pair (*intersection—busy*) and ask them what *busy* describes. (the intersection). Mark the noun and adjective with their respective abbreviations (*n.* and *adj.*) and draw an arrow from *busy* to *intersection*.
- Have students read the second sentence. (*The children cleaned the room for the party busily.*) Have them identify the verb-adverb pair (*cleaned—busily*) and ask them what *busily* describes. (how the children cleaned) Note that the adverb precedes the verb. Mark the verb and adverb with their respective abbreviations (*v.* and *adv.*). Point out that the ‘y’ at the end of *busy* changed to ‘i’ before the suffix *-ly* was added.
- Explain that it would be incorrect to say “the children cleaned the room for the party busy” because the word that is being described, *cleaned*, is a verb.

Materials

- Activity Page 9.2

- Returning to the first sentence, explain that likewise, it would be incorrect to say “The busily intersection” because the word being described, *intersection*, is a noun.
- Use the same procedure for the remaining sentences you prepared in advance. It is important to note that the adverb may not be in the same place in every sentence. Point this out when discussing the other sentences.

| |
|--|
| The brave captain sailed to a far-off land. |
| She volunteered bravely to go first. |
| Our neighbor is a kind soul who always makes us cookies. |
| My cousin shoveled the walkway for us kindly. |
| They found the perfect gift for their grandpa. |
| The gift was wrapped perfectly. |

- Have students turn to Activity Page 9.2. You may complete this as a teacher-guided or partner activity. Consider using procedures similar to those in Lesson 6.
- Collect completed Activity Page 9.2 to review and grade at a later time.

MORPHOLOGY

15 minutes

Practice Prefix *en-*

- Tell students that you will give them two word choices. Some words are root words and some are affixed words. Then, you will read a statement and students must decide which of the word choices the statement demonstrates.

1. *Ensure* or *sure*? Years of piano lessons and hard work will guarantee his success as a musician.
» *ensure*

2. *Large* or *enlarge*? We want to see the movie at the theater on the big screen; it is much better than on our tiny television.
» *enlarge*

3. *Enamor* or *enable*? My brother switched seats with me on the train so I could get a better look at things out the window.
» *enable*

- Have students complete Activity Page 9.3 independently.
- Collect completed Activity Page 9.3 to review and grade at a later time.

Materials

- Activity Page 9.3

SPELLING

15 minutes

Practice Spelling Words

- Tell students they will practice writing the spelling words. Remind them to use the Individual Code Chart on Activity Page SR.1 as they practice.
- Have students turn to Activity Page 9.4. Explain that they will work with a partner to create sentences for each of these words.
- Remind students that they will have a spelling assessment during the next lesson.
- Collect completed Activity Page 9.4 to review and grade at a later time.

Materials

- Activity Pages 9.4, SR.1

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 9.5 to read and complete for homework.

Materials

- Activity Page 9.5

Lesson 10

Unit 2: The Middle Ages

CORE CONTENT OBJECTIVES

Students will:

- ✓ Identify William the Conqueror as the victor in the Battle of Hastings in 1066
- ✓ Explain that the Battle of Hastings helped bring about a change in the English language
- ✓ Identify the Bayeux Tapestry as a tapestry that tells, in text and picture form, the events of the Battle of Hastings

| LESSON AT A GLANCE | TIME | MATERIALS |
|--|---------|---|
| Spelling | | |
| Assessment | 15 min. | Activity Page 10.1 |
| Reading | | |
| Partner: Chapter 6 “1066: The Battle that Changed History” | 40 min. | Knights, Castles, and Chivalry; Answer Key for Activity Page 9.5; Map of Europe; Activity Pages 9.5, 10.2 |
| Word Work: Pursue | 5 min. | |
| Writing | | |
| Stating an Opinion | 30 min. | Structure of a Persuasive Paragraph Poster; Planning a Persuasive Paragraph Chart; Activity Pages 8.1, 10.3 |

Primary Focus of Lessons

Spelling: Students will be assessed on their knowledge of the correct spelling of the targeted words.

Reading: By the end of this lesson, students will be able to explain why the Battle of Hastings was such an important battle in history.

Writing: By the end of this lesson, students will be able to state an opinion and create a plan for writing a persuasive paragraph.

ADVANCE PREPARATION

Spelling

- Erase or cover the list of spelling words prior to the assessment.

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you can access a digital version of this and The Big Question in the digital components for this unit.

Read to find out how the Battle of Hastings changed history.

- Display a map of Europe on the wall. Alternatively, you can access a digital version in the digital components for this unit.

Writing

- Create an enlarged version of the Structure of a Persuasive Paragraph Poster to display for the remainder of the unit. Alternatively, you may access a digital version in the digital components for this unit.

| Structure of a Persuasive Paragraph: |
|--------------------------------------|
| 1. State an opinion |
| 2. Reason #1 to support opinion |
| 3. Reason #2 to support opinion |
| 4. Reason #3 to support opinion |
| 5. Transitions included, as needed |
| 6. Concluding sentence |

- Create an enlarged version of the Planning a Persuasive Paragraph Chart on Activity Page 10.3 as follows for use during this lesson. Alternatively, you may access a digital version in the digital components for this unit.

| If I could choose to be someone who lived during the Middle Ages, I would choose to be a lord. | | | |
|--|---|---|-----------|
| | Reason #1 | Reason #2 | Reason #3 |
| Text Evidence/ Page(s) | Lords were in control of the land and people around them. (p. 11) | Lords had lots of money to build castles and organize an army of knights to protect what belonged to them. (p. 12–13) | |
| Sentence in My Own Words (using at least one transition word at the beginning and the word <i>because</i> to introduce the reason) | | | |

- Display the enlarged version of the Pro Chart on Activity Page 8.1 with the “Lords” row completed.

Fluency (optional)

- If students were assigned a selection from the *Fluency Supplement*, determine which students will read the selection aloud and when. See the introduction of the Unit 1 Teacher Guide for more information on using the *Fluency Supplement*.

Materials

- Activity Page 10.1

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data. Information about the Tens scoring system is found in the Yearlong Teacher Resources.

SPELLING

15 minutes

Assessment

- Have students turn to Activity Page 10.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

| | |
|--------------|---|
| 1. establish | The teacher had to <u>establish</u> a ‘one at a time’ rule because too many people were climbing on the slide at the same time. |
| 2. thrive | The garden will <u>thrive</u> with the right amount of sun and water. |
| 3. unravel | The fun and games at the party began to <u>unravel</u> when kids were not taking turns nicely. |
| 4. surrender | The other team had more snowballs than us and we had to <u>surrender</u> . |
| 5. transform | Cutting holes and a door will <u>transform</u> the big box into a fort. |
| 6. fatal | Much of the population died when a <u>fatal</u> infection known as the plague moved through Europe. |
| 7. acquire | I will <u>acquire</u> the supplies we need for the project from the store. |
| 8. seize | If the girl plays with her sister’s favorite doll, her sister will <u>seize</u> it from her when she notices. |
| 9. promote | Handing out coupons will <u>promote</u> business for the new pizza place. |
| 10. retreat | The lion’s ferocious roar made everyone at the zoo <u>retreat</u> from its cage. |

- After reading all of the words, review the list slowly, reading each word once more.
- Collect all spelling assessments to grade later. Use of the template provided at the end of this lesson is highly recommended to identify and analyze students’ errors.

READING

45 minutes

Partner: Chapter 6 “1066: The Battle that Changed History” 40 minutes

Review 5 minutes

- Remind students that in Chapter 6 they read about William the Conqueror and the Battle of Hastings.
- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 9.5, which was assigned for homework.

Review the Chapter

- Tell students they will reread Chapter 6, “1066: The Battle that Changed History.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Direct students to the map of Europe you posted on the wall. Review the locations of England and France, as well as the town of Hastings in England and the region of Normandy in France.
- You may wish to review the following vocabulary words before you reread the chapter:

1. **determination, n.** a quality that makes you keep trying to do something difficult (49)
2. **penetrate, v.** to go through or into something (49)
3. **tactic, n.** a planned action or method used to achieve a particular goal (tactics) (50)
4. **retreat, v.** to back away from danger (retreated; retreats, n.) (50)
5. **pursue, v.** to follow to capture; try to accomplish (pursued) (50)
6. **draw, v.** to take something out of a container, pocket, or safe place (drew) (50)
7. **resistance, n.** an effort made to stop or fight against someone or something (51)
8. **mass, adj.** widespread, or affecting many people (51)
9. **commission, v.** to request or order something be made or done (commissioned) (53)

- Remind students they can look up a word in the glossary if they forget its meaning.

Materials

- *Knights, Castles, and Chivalry*
- Answer Key for Activity Page 9.5
- Map of Europe
- Activity Pages 9.6, 10.2

- Read the purpose for reading from the board/chart paper:

Read to find out how the Battle of Hastings changed history.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

How did the Battle of Hastings change history?

Read “1066: The Battle that Changed History”

20 minutes

Pair students to read and discuss the chapter. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.

- Explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partner for help with sounding out or defining words as necessary.
- You may wish to provide guiding questions for students to periodically stop and discuss the answers with their partners.
- Have students complete Activity Page 10.2 with their partners while they read.
- Tell students that, if time permits, they may conduct independent research to learn the answers to the questions in the Medieval Musings on page 56. Remind them that they may also search for the hidden letter in the Letter Quest activity on page 57 and record the letter on Activity Page 2.3

Discuss the Chapter and Wrap Up the Lesson

10 minutes

Review the correct answers to Activity Page 10.2 with the whole class. You may wish to select different students to read each question and share their responses, including the page number where the answer was located.

1. **Literal** On the following map, label England and France, and the town of Hastings in England. The region of Normandy in France is labeled for you.
2. **Inferential** Why is the date 1066 famous in European history?
 - » C. It was the year in which William the Conqueror became king of England. (page 51)
3. **Literal** Who won the Battle of Hastings? What is another name for this battle?
 - » the Normans, led by William the Duke of Normandy (William the Conqueror); the Norman Conquest (pages 50, 53)
4. **Inferential** Which side had more soldiers? Use quotations from the text to support your conclusion. How do you know?
 - » the Normans; “The English soldiers, led by their king, Harold, stood at least 7,000 strong.” And, “The Normans, who came from a region of France, had approximately 10,000 men.” Ten thousand is more than 7,000, so the Normans had more. (pages 48, 49)
5. **Literal** Put these events in the order they happened in the text using the numbers 1–5, with 1 indicating what happened first.
 - » 1. The English soldiers stood with their shields raised, creating a strong shield wall.
 - » 2. The Duke of Normandy sent his knights charging up the hill.
 - » 3. The English soldiers’ response forced the Norman knights to retreat.
 - » 4. The English soldiers broke the wall and pursued the fleeing knights.
 - » 5. The Norman knights were then able to overwhelm the English soldiers.
 - » (pages 49, 50)
6. **Literal** The text reads, “Without a strong defensive line, the Norman knights were able to overwhelm the English soldiers.” What clues in the text explain why the English soldiers did not have a strong defensive line?
 - » D. All of the above; “As more and more English soldiers left their positions on Senlac Hill, they encountered Norman knights on horseback.” “The English shield wall now had gaps in it.” “Seeing this, some English soldiers broke the wall and pursued the fleeing knights.” (page 50)
7. **Literal** What happened in Westminster Abbey on Christmas Day in 1066?
 - » A. William, Duke of Normandy, was crowned King William I of England. (page 51)
8. **Literal** What is the Bayeux Tapestry? How is it useful to historians today?
 - » The Bayeux Tapestry is an embroidered cloth that tells the story of the Norman Conquest, or the Battle of Hastings. It has Latin text and beautiful images on 231 feet of linen cloth.
 - » A lot of what is known about the Battle of Hastings is shown on the tapestry.

Note

Question 10 is not included on Activity Page 10.2. It is intended to be an oral wrap-up of this lesson.

9. *Literal* How did family members assist a young archer?
» His older brother gave the archer his first longbow and set of arrows; his mother made his quiver; his father, grandfather, and uncle were all skillful archers, meaning he could learn from them. (page 54)
10. *Inferential* How did the Battle of Hastings change history?
» Answers may vary, but may include that it gave England a new king, and it changed the language spoken in England.

Word Work: Pursue

5 minutes

1. In the chapter you read, “Seeing this [that some Norman soldiers retreated], some English soldiers broke the wall and pursued the fleeing knights.”
2. Say the word *pursue* with me.
3. *Pursue* means to follow to capture or to try to accomplish.
4. The cat pursued the mouse under the bed and into the next room.
5. Have you ever pursued something? Be sure to use the word *pursued* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I have pursued _____.”]
6. What part of speech is the word *pursue*?
» verb

[Use a *Synonyms* activity for follow-up.] What are some words that are synonyms—or words with the same meaning—of *pursue*? [Prompt students to provide words like *follow*, *chase*, *track*, or *shadow*. As students discuss synonyms, guide them to use the word *pursue* and any synonyms they select in complete sentences.]

Materials

- Activity Pages 8.1, 10.3
- Structure of a Persuasive Paragraph Poster
- Planning a Persuasive Paragraph Chart

Note

Tell students that you will discuss Step 5, including transition words.

WRITING

30 minutes

Stating an Opinion

Model Stating an Opinion

15 minutes

- Remind students of the informative paragraphs they wrote previously. Display the Structure of a Persuasive Paragraph Poster. Explain the structure of a persuasive paragraph: In the same way that the topic sentence of an informative paragraph tells the reader what the writer will describe, the topic sentence of a persuasive paragraph states the opinion the writer will support in the rest of the paragraph. Instead of detail sentences, a persuasive paragraph has at least two reasons supporting the opinion, backed by text evidence that is often introduced with the

word *because*. The concluding sentence of a persuasive paragraph should include a zinger—one final attempt to convince the reader that the writer’s opinion is the way to think.

- Briefly review the difference between fact and opinion. (A fact is something that is true and can be proven. An example of a fact is, “On hot summer days, the temperature outside is high.” This is a fact because it is true and can be proven by looking at the thermometer. An opinion is a personal view or belief, or what you think about something. An example of an opinion would be, “I think hot summer days are the best!” Not everyone thinks that hot summer days are the best; some people do not like them. Thus, it is an opinion, not a fact.)
- Explain that in a persuasive paragraph, the writer states an opinion and gives the reader reasons for that opinion. When a writer states an opinion, he or she is taking a stand and saying what he or she believes about a topic. The writer is prepared to explain why he or she is taking that particular stand and has that opinion. When a writer explains the reasons for his or her opinion, the writer often uses the word *because* to link an opinion with the reason for that opinion.
- Explain that the first step to writing a persuasive paragraph is to state your opinion. A sentence starter for stating an opinion about being a person in the Middle Ages might be:
 - *If I could choose to be someone who lived during the Middle Ages, I would choose to be a (serf/lord/knight/craftsman/monk/nun).*
- Tell students you will write a persuasive paragraph about being a lord using the notes you took on the Pro Chart (Activity Page 8.1) to help you.

| Excerpt from Activity Page 8.1 | |
|--------------------------------|--|
| | + |
| Lord | 1. Lords lived in castles or manor houses. 2. Lords controlled the land and towns near their castles. |

- Display the enlarged Planning a Persuasive Paragraph Chart and Pro Chart.
- Explain that the sentence starter at the top of the Planning a Persuasive Paragraph Chart has been completed using the word *lord*.

| If I could choose to be someone who lived during the Middle Ages, I would choose to be a lord. | | | |
|--|---|---|-----------|
| | Reason #1 | Reason #2 | Reason #3 |
| Text Evidence/ Page(s) | Lords were in control of the land and people around them. (p. 11) | Lords had lots of money to build castles and organize an army of knights to protect what belonged to them. (p. 12–13) | |
| Sentence in My Own Words (using at least one transition word at the beginning and the word <i>because</i> to introduce the reason) | | | |

Practice Stating an Opinion 10 minutes

- Remind students that for homework they were supposed to complete Activity Page 8.1 and choose which social class they would write about today. However, students could not choose *lord*, as you will be modeling writing about the lord.
- Have students circle their choice to complete the sentence starter at the top of Activity Page 10.3.
- Have students examine the rest of Activity Page 10.3. It contains a graphic organizer that asks for three reasons to support the opinion stated in the sentence starter at the top of the page. For each reason, they must list evidence from the text and the page number where they found the evidence. Students should then write the reason in a complete sentence in their own words. They will include a transition word or phrase at the beginning, if possible, and use the word *because* to introduce the evidence for the reason. Students can use Activity Page 8.1 to help them get started.
- Have students begin to reread the text to locate information for the chart on Activity Page 10.3.
- Tell students they will work on completing Activity Page 10.3 in the next writing lesson.

Wrap Up 5 minutes

- With a partner, have students orally share a reason for their choice.
- Explain that during the next writing lesson, you will demonstrate how to expand each positive advantage into a complete sentence using your own words.

Spelling Analysis Chart

[illegible]

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data. Information about the Tens scoring system is found in the Yearlong Teacher Resources.

SPELLING

Assessment

- It may be helpful to refer back to the Pronunciation/Syllabication Chart.
- If you have taught CKLA in Grades K–3, you will notice that the sound-spelling notation is different in Grade 4 than in previous grades. In Grades K–3, each individual sound spelling was noted within //. For example, the sound spellings for *costly* would be /k//o//s//t//l//ee/. In Grade 4, the sound-spelling notations follow conventions in the field of linguistics, which makes the notation for each word clearer to see and read. For example, the word *costly* is now notated as /kost*lee/.

| Word | CK Code | Syllable Type |
|-----------|---------------|----------------------------------|
| acquire | /ə*quier/ | ə*digraph |
| establish | /es*tab*lish/ | closed*closed*closed |
| fatal | /fae*təl/ | open*ə |
| promote | /prə*moet/ | ə*digraph |
| retreat | /ree*treet/ | open*digraph |
| seize | /seez/ | digraph |
| surrender | /ser*end*er/ | r-controlled*closed*r-controlled |
| thrive | /thriev/ | digraph |
| transform | /tranz*form/ | closed*r-controlled |
| unravel | /un*rav*əl/ | closed*closed*ə |

- Students might make the following errors:
 - *thrive*: using ‘i’ for /ie/
 - *surrender*: using ‘r’ for /r/
 - *acquire*: using ‘u’ for /ə/; using ‘kw’ for /qu/
 - *seize*: using ‘ee’ for /ee/ (The ‘ei’ spelling is rare.)
 - *retreat*: using ‘ee’ for /ee/
 - *fatal*, *promote*, *unravel*: using /u/ or another spelling for /ə/
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the ends of the words?
 - Is the student consistently making errors in multisyllable words, but not single syllable words?

Lesson 11

Unit 2: The Middle Ages

CORE CONTENT OBJECTIVES

Students will:

- ✓ Identify King Henry II as an important English king who ruled during the Middle Ages
- ✓ Explain that King Henry II made major reforms in the judicial system
- ✓ Describe the causes and consequences of the murder of Thomas Becket in Canterbury Cathedral

| LESSON AT A GLANCE | TIME | MATERIALS |
|--|---------|--|
| Reading | | |
| Whole Group: Chapter 7 "Henry II and Law and Order" | 40 min. | <i>Knights, Castles, and Chivalry</i> ; Activity Pages 2.3, 11.1 |
| Word Work: <i>Restore</i> | 5 min. | |
| Grammar | | |
| Introduce Subject and Predicate | 15 min. | Subjects and Predicates Poster; Activity Page 11.2 |
| Morphology | | |
| Introduce Root <i>arch</i> | 15 min. | Roots Poster; Activity Page 11.3 |
| Spelling | | |
| Introduce Spelling Words | 15 min. | Activity Pages 11.4, 11.5, SR.1 |
| Take-Home Material | | |
| Morphology; Spelling; Reading | * | Activity Pages 11.3–11.6 |

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to identify Henry II as an English king who made important changes to the laws of England.

Grammar: By the end of this lesson, students will be able to identify subjects and predicates in sentences.

Morphology: By the end of this lesson, students will be able to identify the meaning of words with the root *arch* and use these words correctly in sentences.

Spelling: By the end of this lesson, students will be prepared to practice spelling targeted words.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you can access a digital version of this and The Big Question in the digital components for this unit.

Read to find out why King Henry II is considered to be an important English king who ruled during the Middle Ages.

Grammar

- Prepare the Subjects and Predicates Poster for display during the grammar lesson. Alternatively, you can access a digital version in the digital components for this unit.

| | |
|---|---|
| Sentences have subjects and predicates. | |
| Subject: tells who or what the sentence is about | |
| Nouns: words that name people, places, or things | |
| Common noun: general person/place/thing (not capitalized) | Proper noun: specific person/place/thing (capitalized) |
| Adjectives: words that describe nouns | |
| Predicate: tells what the subject is doing, did, or will do | |
| Verbs: words that show action or a state of being | |
| Action verb: shows action | Linking verb: connects the subject to word(s) in the predicate that describe the subject (does not show action) |
| Adverbs: words that describe verbs | |

- Write the following sentences on the board/chart paper:

| |
|---|
| Nobles built castles for themselves. |
| They formed their own armies. |
| The Middle Ages was a time of conflicts and hardships. |
| The church became important to people for stability and hope. |

Morphology

- Prepare and display the following Roots Poster. Leave enough space at the bottom to list roots and their meanings throughout the year. Select a convenient place in the classroom to display the poster, as it will be used and displayed throughout the school year. Alternatively, you can access a digital version in the digital components for this unit.

| Roots |
|---|
| A root is the main element of a word that forms the base of its meaning. A prefix or suffix added to the root can change the meaning. |

- Write the following sentences on the board/chart paper:

| |
|--|
| To help him do this, he appointed Thomas to the position of archbishop of Canterbury. This meant that Thomas had become the most powerful church leader in all of England. |
| By the time he died in 1189, Henry II had done a lot to restore the power and authority of the English monarchy. |

Fluency (optional)

- Choose and make sufficient copies of a text selection from the online *Fluency Supplement* to distribute and review with students for additional fluency practice. If you choose to use this fluency practice, you will assess students in Lesson 15. See the introduction to the Unit 1 Teacher Guide for more information on using the *Fluency Supplement*.

READING

45 minutes

Whole Group:
Chapter 7 “Henry II and Law and Order”

40 minutes

Review

5 minutes

- Review previous lessons by asking the following questions:
 - What was the end result of the Battle of Hastings?
 - » An army from the Normandy region of France invaded and defeated the English army, making William the Conqueror the king of England.
 - What was the *Domesday Book*?
 - » A record containing information on the people and property that existed in England at the time. It was used by King William to determine the taxes he would collect.

Materials

- *Knights, Castles, and Chivalry*
- Activity Pages 2.3, 11.1

- What is the Bayeux Tapestry?
 - » It is an embroidered cloth that shows the story of the Battle of Hastings.

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 7, “Henry II and Law and Order.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *acquire*.
- Have them find the word on page 58 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *acquire*, then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 11.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **acquire, v.** to get (**acquired**) (58)
2. **mercilessly, adv.** done with cruelty or harshness (59)
3. **treason, n.** the crime of being disloyal to one’s country (60)
4. **innocent, adj.** not guilty of a crime or other bad act (**innocence**) (60)
5. **restore, v.** to give back or put back into existence (60)
6. **reign, n.** the time during which a king, queen, or other monarch rules a country (61)
7. **appoint, v.** to choose someone to do a specific job (**appointed**) (61)
8. **sulk, v.** to be angry or upset about something (**sulking**) (62)
9. **assassination, n.** the act of killing a well-known or important person (62)
10. **pilgrim, n.** someone who travels for religious reasons (**pilgrims**) (62)

| Vocabulary Chart for Chapter 7 “Henry II and Law and Order” | | |
|---|---------------------------------|---|
| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
| Core Vocabulary | treason reign pilgrim | acquire mercilessly innocent restore appoint sulk assassination |
| Spanish Cognates for Core Vocabulary | traición reinado | inocente restaurar asesinato |
| Multiple-Meaning Core Vocabulary Words | | |
| Sayings and Phrases | trial by ordeal | |

- Read the purpose for reading from the board/chart paper:

Read to find out why King Henry II is considered to be an important English king who ruled during the Middle Ages.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

Why was King Henry II such an important English king?

Read Chapter 7 “Henry II and Law and Order”

20 minutes

A [Have students read pages 58 and 59 silently.]

B Inferential To whom is the author referring in the first line when he or she says “The great conqueror is dead”?

» King William I, who was known as William the Conqueror

C Inferential Based on the context in which it is used, what does *turmoil* mean?

» unrest; confusion

Why might England have experienced a period of turmoil after the death of William? Cite evidence from the text.

» William was a very powerful leader who controlled many things. When he died, there wasn’t anyone else as powerful and able to rule the way he did. “. . . power-hungry nobles fought each other and some even challenged the ruling kings.”

D Inferential [Direct students to the image of Henry II at the bottom of the page and have a student read the caption aloud.]

In this image, why might King Henry be holding a model of the abbey church he founded?

» The Church was a very powerful and influential institution in the Middle Ages, and King Henry was probably proud of founding that church.

Chapter 7

Henry II and Law and Order

THE BIG QUESTION
Why was King Henry II such an important English king?

A *The great conqueror is dead. He died 21 years after his incredible victory at the Battle of Hastings. William I had ruled England with an iron fist. He punished anyone who refused to be loyal to him. To defend his newly **acquired** kingdom, he built great castles. He kept a close eye on finances. After his death, England experienced a period of turmoil and unrest. As a result, power-hungry nobles fought each other, and some*



White Tower within the Tower of London, built by William the Conqueror

even challenged the ruling kings.

C



Henry II holding model of the abbey church he founded

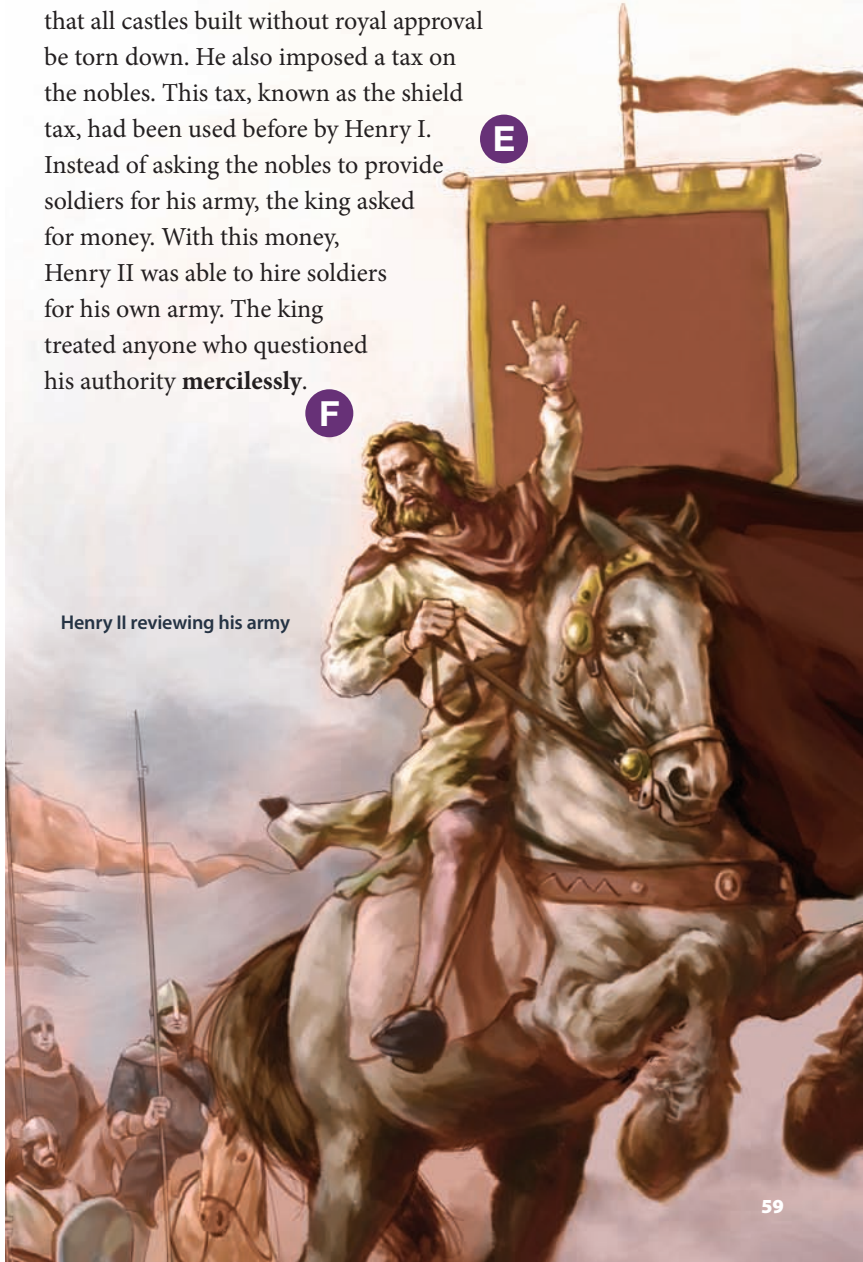
Finally, in 1154 CE, 67 years after William’s death, his great-grandson, Henry II, became king. Just like his great-grandfather, Henry II became the Duke of Normandy. Bright and determined, he made major reforms in justice, finance, and the armed forces. The first thing he did was to challenge the nobles who had been fighting among themselves for years. By this time, many nobles had acquired great wealth. They built castles for themselves. They formed their own armies, led by knights. Henry II ordered

that all castles built without royal approval be torn down. He also imposed a tax on the nobles. This tax, known as the shield tax, had been used before by Henry I. Instead of asking the nobles to provide soldiers for his army, the king asked for money. With this money, Henry II was able to hire soldiers for his own army. The king treated anyone who questioned his authority **mercilessly**.

F

E

Henry II reviewing his army



59

E *Literal* What was the name of the tax King Henry imposed, or made the nobles pay? How did this differ from the practice earlier in the Middle Ages?

- » the shield tax; Nobles and knights were required to serve in the king's army themselves.

F *Inferential* *Mercilessly* means to be done with cruelty or harshness. What part of speech is *mercilessly*? (Hint: You learned about this part of speech in a previous grammar lesson.)

- » adverb

What words or phrases from the text help you define the word *mercilessly*?

- » *ordered all castles built without royal approval be torn down; imposed a tax on nobles*

A [Have students read page 60 silently.]

B Inferential The author uses the phrase *law and order* in the first sentence on this page, as well as in the chapter title. From the context, what do you think this sentence means?

- » This sentence means that King Henry II focused his attention on changing the laws of England to restore order, or peace.

C Evaluative The text says that in the Middle Ages, there was a method of proving someone was innocent called trial by ordeal. Reread the second paragraph to see if you can figure out what *trial by ordeal* means.

- » Trial by ordeal was having someone who was accused of a crime prove he or she was innocent by picking up a piece of very hot metal, being tossed into a pond, or fighting an opponent. If the accused survived the ordeal, he or she was innocent.

Do you think it was a good way to prove someone's innocence? Why or why not?

- » Answers may vary, but may include the fact that the ordeals had nothing to do with proof of the crime but with physical strength and endurance. As a result, stronger people who were guilty may be found innocent and weaker people who were innocent might be found guilty.

D Inferential What does it mean to *hear a case*?

- » When a judge hears a case, he or she listens to all the evidence and then makes a decision.



A Next, Henry II turned his attention to law and order. England had different courts assigned to deal with various crimes. For example, local lords held manor courts to deal with local affairs. There were also Church courts. The king's court took care of serious crimes such as murder and **treason**. **B**

In the Middle Ages, there was a method of proof called trial by ordeal. This meant that the accused might be asked to prove his innocence by going through a certain ordeal. For example, the accused might have to pick up a piece of red-hot metal, be tossed into a pond, or fight an opponent. People believed that if the accused survived the ordeal, it was a sign from God that he was **innocent**. **C**

D Henry II set up a fairer legal system. He created a circuit court system. This meant that royal justices or judges went out into the countryside to hear cases. Their decisions helped decide future cases and ultimately became the basis of common law, or the law of the land. By the time he died in 1189 CE, Henry II had done a lot to **restore** the power and authority of the English monarchy.

60

E Murder in the Cathedral



Thomas Becket, Archbishop of Canterbury

In the beginning of his **reign**, Henry II **appointed** a man he trusted named Thomas Becket to be his chief advisor. As well as controlling the nobles, Henry also wanted to limit the power of the Church in England. To help him do this, he appointed Thomas to the position of archbishop of Canterbury. This meant that Thomas had become the most powerful Church leader in all of England. Henry was confident that his friend would support

his decisions regarding the Church. **F**

But things did not work out that way. Thomas took his new job very seriously. When Henry wanted to reduce the power of the Church courts, Thomas disagreed with him. Furious, Henry thought about having his friend arrested. However, before this could happen, Thomas escaped to France. The pope

supported Thomas and threatened to excommunicate, or remove, Henry from the Church. In the Middle Ages, excommunication was a terrifying prospect. Many Christians believed that if they were not part of the Church, they would not go to heaven. **G**



Henry II and Becket arguing

E [Have students read page 61 silently.]

F *Literal* Why did King Henry II appoint Thomas Becket the archbishop of Canterbury?

» King Henry wanted to control the power of the Church, and he thought his friendship with Thomas Becket would help him do this. The archbishop of Canterbury was the most powerful Church leader in England.

G *Literal* How did Thomas Becket react to King Henry's plan to reduce the power of the Church?

» Thomas Becket disagreed.

A [Have students read page 62 silently.]

B *Evaluative* What did King Henry say about Thomas Becket at a royal dinner, with many nobles in attendance?

» King Henry said, “Will no one rid me of this troublesome priest?”

What are some different ways this question could be interpreted?

» It could be interpreted as a request that one of the nobles help him get rid of Thomas Becket. It could also be interpreted to be simply a statement of frustration that Thomas Becket was not cooperating and King Henry did not know how to change this.

C **Support** Four knights who attended King Henry’s royal dinner heard the statement made by King Henry and decided to take action. What did they do?

» The four knights assassinated Thomas Becket as he was kneeling in prayer in Canterbury Cathedral.

D **Challenge** [Direct students to the image on the bottom of page 62.] This is Canterbury Cathedral, built during the Middle Ages. Based on what you’ve read throughout this unit, how can you tell it was built during the Middle Ages?

» Answers may vary, but may include the fact that it is an elaborate building, made of stone, and contains many spires.

A Eventually, Henry and Thomas reached an agreement and Thomas was allowed to return to England. Henry and Thomas’s relationship did not improve, though. They continued to argue over Church matters. Henry became so frustrated that during a royal

dinner, with many nobles in attendance, he is said to have uttered the words, “Will no one rid me of this troublesome priest?” **B**

Was Henry just **sulking**, or was he encouraging the **assassination** of Thomas? We will never know for sure. Four knights who heard these words murdered the archbishop while he was kneeling in prayer in Canterbury Cathedral. These knights may not have set out to kill the archbishop. The reasons behind the murder of Thomas Becket are still a mystery. **C**

Three years after Thomas’s death, the pope declared him to be a saint. Thomas Becket’s tomb in Canterbury Cathedral became a holy shrine that many **pilgrims** visited during the Middle Ages. It is said that Henry never forgave himself for the death of his friend.



Knights murdering Becket in Canterbury Cathedral



Canterbury Cathedral

E A Most Extraordinary Queen

In 1153 CE, Henry II married a woman named Eleanor of Aquitaine. Eleanor came from a noble family who controlled Aquitaine, one of the richest regions of France. She had been married previously to the king of France. Henry and Eleanor had eight children. In 1173 CE, two of their sons plotted against Henry.



Eleanor with her sons, Richard and John

F G



Eleanor of Aquitaine's seal

Henry believed Eleanor had been involved in the plot to overthrow him, so he had her placed under house arrest. When Henry died in 1189 CE, Eleanor was released by her oldest son, Richard I. Richard was crowned king after the death of his father, Henry II. Eleanor helped to govern England during the years King Richard was away fighting in the wars known as the Crusades. Because he was so brave, Richard earned the name *Lion-Hearted*.

Eleanor of Aquitaine is thought to have been one of the more influential women of her time.

H

63

E [Have students read page 63 silently.]

F *Literal* Who was Eleanor of Aquitaine?

» She was married to Henry II, and had previously been married to the king of France.

G What does the word *plotted* mean here?

» planned

H *Literal* What was the nickname given to Eleanor and Henry's oldest son, Richard, and how did he earn it?

» Richard the Lion-Hearted; He was very brave. Eleanor's and Henry's son Richard was crowned king after Henry's death.

A [Have students read page 64 silently.]

B *Literal* What were the Crusades?

- » The Crusades were attempts by people in Europe, commanded by the pope and kings in Europe, to reclaim the holy city of Jerusalem from the Muslims.

What were some of the positive things that resulted from the Crusades?

- » As a result of the Crusades, trading relationships developed between Europe and the Middle East, and there was an exchange of knowledge, especially in the fields of science, mathematics, art, and architecture.

The Crusades

A



Pope Urban II encouraged the First Crusade at the Council of Clermont in 1095 CE.

A series of wars that became known as the Crusades helped to define and shape the Middle Ages. The origin of these wars began in 638 CE when Arab armies captured the holy city of Jerusalem. Despite this conquest, Jerusalem remained open to travelers, traders, and pilgrims. The city was, after all, sacred to Jewish people, Muslims, and Christians. Then, in 1095 CE, Muslim Turks took control of Jerusalem. This time the city was closed to Jewish and Christian pilgrims. The pope commanded that the kings of Europe raise an army to reclaim Jerusalem. Between 1095 and 1291 CE, there were nine crusades, or attempts to recapture Jerusalem. Despite these periods of confrontation, trading relationships developed between Europe and the Middle East. In addition to trading goods, people exchanged knowledge of science and mathematics, as well as views on art and architecture.



Crusader

B

C If You Were a Crusader

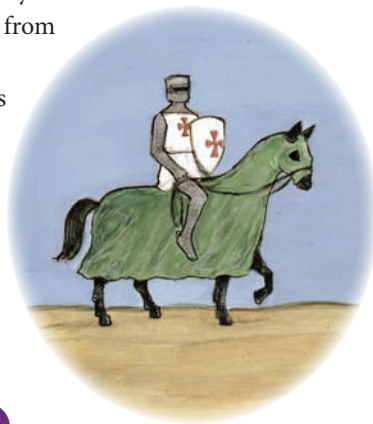
As a young crusader, you would have traveled to faraway lands. This could have been your experience.



Crusaders traveled to the Middle East and North Africa.

Your eyes are red and itchy! It is difficult to see through the cloud of dust that has been kicked up by the many horses galloping across the dry desert land. Your mouth is parched and dry. Two years have passed since

you left your father's country home and the beautiful rolling hills of your homeland. In that time you have been traveling across land and sea. You have experienced incredibly hot and cold climates. You have recovered from disease—you are one of the lucky ones for sure. You wear a red cross on your shirt of armor, and you carry a flag that **bears** the same **emblem**. Some of the men you travel with fought alongside King John's brother, Richard the Lion-Hearted. Like all Christian crusaders, it is your intention to help recapture the city of Jerusalem in the Holy Land.



Crusader crossing the desert

65

C [Have students read page 65 to the top of page 66 silently.]

D *Inferential* Would a trip from Europe to Jerusalem during the Middle Ages have been easy or difficult?

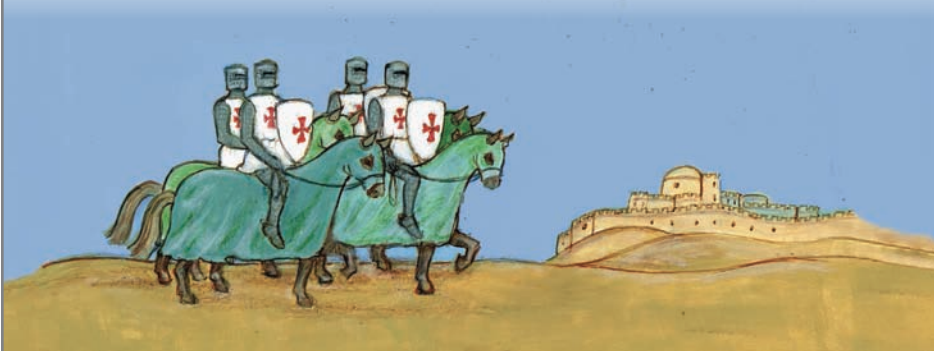
» difficult

What information from the text supports your conclusion?

» Answers may vary, but may include the fact that it took two years to travel there; crusaders had to travel over both land and sea; they experienced very hot and very cold temperatures; many travelers became sick on the journey.

A [As time permits, have students research the answers to the questions posed in the Medieval Musings and add the letter hidden in the Letter Quest to Activity Page 2.3.]

As you and your fellow knights rest and water your horses, you can see the city of Jerusalem in the distance. When the time comes, you and your fellow knights will fight to the death to recapture this holy place. But before that moment comes, you kneel down in the warm sand and pray for victory.



A group of crusaders sees the city of Jerusalem in the distance.

A Medieval Musings

1. In the Middle Ages, the poor had a very simple diet. They ate mostly from three food groups. What were these food groups? Clue: Even today they are important foods!
2. In the Middle Ages, to whom did people go if they needed to have a tooth removed? Clue: These people also cut hair.



Medieval man having tooth pulled

Letter Quest

Find the letter in this stained-glass window and record it on Activity Page 2.3.



Note

Question 1 relates to The Big Question of the chapter.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapter.

1. *Literal* Who was King Henry II?
 - » He was an important king in the history of England.Why was he so important?
 - » King Henry accomplished many things during his reign, including instituting a tax on nobles, reforming the judicial system, and trying to reduce the power of the Church.
2. *Literal* How did King Henry II reform the judicial, or court, system?
 - » He eliminated trial by ordeal, established circuit courts, and helped develop common law, or the law of the land, based on decisions made by circuit court judges.
3. *Literal* What events led to the assassination of Thomas Becket?
 - » King Henry became frustrated with Thomas Becket for not agreeing with him to reduce the power of the Church. At a royal dinner attended by many nobles, King Henry said, “Will no one rid me of this troublesome priest?” After that, four knights who had heard the king’s remarks killed Thomas Becket in Canterbury Cathedral.
4. *Evaluative* Do you think King Henry II was responsible for the killing of Thomas Becket? Why or why not?
 - » Answers may vary. If students believe King Henry was responsible for the death of Thomas Becket, they may cite the quote, “Will no one rid me of this troublesome priest?” and that he never forgave himself for the death of his friend. If students believe King Henry was not responsible for Thomas Becket’s death, they may cite the fact that he never specifically called for the assassination.
5. *Literal* How did the pope and King Henry each respond to Thomas Becket’s murder?
 - » The pope declared Thomas Becket a a very holy person. King Henry was upset and felt it was his fault his friend was killed, never forgiving himself for Becket’s death.
6. *Evaluative Think Pair Share* You read about some positive things King Henry did and some negative things he did. Overall, do you think he had a positive effect on England or a negative effect? Be sure to cite some examples from the text to support your answer.
 - » Answers may vary, but should include details from the text regarding the actions of King Henry II during his reign.

- Ask students to share the information discussed with their partner in the *Think Pair Share* activity.
- Have students take home Activity Page 11.6 to read to a family member. Explain that they are rereading this portion of the text for fluency, so they should read through it at least once from beginning to end without stopping.

Word Work: *Restore*

5 minutes

1. In the chapter you read, “By the time he died in 1189, Henry II had done a lot to restore the power and authority of the English monarchy.”
2. Say the word *restore* with me.
3. *Restore* means to give back or put something back into existence.
4. After many months of hard work, our town was able to restore the local park to its former beauty.
5. What have you restored, or what do you wish you could restore? Be sure to use the word *restore* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I restored ____.” or “I would like to restore ____.”]
6. What part of speech is the word *restore*?
» verb

[Use a *Synonyms* activity for follow-up.] What are some words that are synonyms, or words that have a similar meaning, of *restore*? [Prompt students to provide words like *return*, *repair*, and *rebuild*.] Turn to your partner and create sentences using the synonyms he or she provided.

GRAMMAR

15 minutes

Introduce Subject and Predicate

- Tell students that today they will focus on complete sentences. Remind students that a complete sentence starts with a capital letter and ends with punctuation, usually a period. Complete sentences have two parts: the subject and the predicate. Subject and predicate are ways we can group the parts of a sentence.
- The subject, which tells who or what the sentence is about, includes nouns (persons, places, things) or pronouns (words used to replace nouns, such as *he*, *she*, *it*, etc.). The predicate, which tells what the subject is doing, did, or will do, often begins with a verb and may include more information that helps describe what the subject is doing, did, or will do. Sometimes the predicate may begin with an adverb. Students will use this knowledge of subjects and predicates in their writing to ensure they write complete sentences that contain both a subject and a predicate.
- Refer to the Subjects and Predicates Poster. Read the poster with students.

Materials

- Subjects and Predicates Poster
- Activity Page 11.2

- Refer to the first two sentences you have written on the board. Tell students that these sentences relate to each other and read them aloud:

Nobles built castles for themselves.

They formed their own armies.

- Ask students to find the subject of the first sentence. Remind students that the subject answers the question *Who?* or *What?* (*Nobles*)
- Remind students that the word *nobles* is a noun and ask them what kind of noun it is. (common)
- Remind students that nobles were members of the second-highest social class, under the king and his royal family, during the Middle Ages. Write the abbreviation *n.* above *Nobles* to indicate that it is a noun.
- Next, have students search the first sentence for a verb, or action word. Verbs are often at the beginning of the predicate. Explain that the action is *built*. *Built* is the verb and the beginning of the predicate. Draw a wiggly line under *built* to indicate that it is a verb.
- Draw a vertical line between *Nobles* and *built*. (*Nobles | built castles for themselves*.) Explain that this line divides the subject and the predicate. The line comes right before the verb. Have students read the entire predicate. (*built castles for themselves*) Repeat that the subject is *Nobles* and the predicate is *built castles for themselves*.
- Read the second sentence and ask students to find the subject. Remind them that the subject answers *Who?* or *What?* (*They*) Remind students that *They* is a pronoun and ask them what noun *they* replaces from the first sentence. (*Nobles*) Write the abbreviation *n.* above *They*, emphasizing that *they* is a pronoun replacing a noun.
- Now, look at the second sentence and ask what action is described in the sentence. (*formed*) *Formed* is the verb and the beginning of the predicate. Ask whether *formed* is in the past, present, or future tense. (*Formed* is in the past tense. Tell students that we know it is in the past tense because it has the *-ed* marker and it already happened. *Form* is the present tense of *formed*.)
- Draw a wiggly line under *formed* to indicate that it is a verb. Have students read the entire predicate. (*formed their own armies*)
- Review that the subject is *They* and the predicate is *formed their own armies*. Draw a vertical line between the subject and predicate, noting that the vertical line comes just before the verb. (*They | formed their own armies*.) Remind students that this line divides the subject and the predicate.

- Refer to the last two sentences on the board and read them aloud:

The Middle Ages was a time of conflicts and hardships.

The church became important to people for stability and hope.

- Explain that this sentence does not have an action verb, but instead has a special kind of verb called a linking verb. A linking verb is a word that connects or links the subject to a word or words in the predicate that describe it. Linking verbs show no action.
- Have students find the subject. (*The Middle Ages*)
- Ask students which word follows the subject. (*was*)
- Explain that *was* is a linking verb. It does not show action, but connects the subject to the words that describe it.
- Have students find the verb *was* and draw the vertical line just before it. Remind students that this line divides the subject and the predicate. The subject is *The Middle Ages* and the predicate is *was a time of conflicts and hardships*. *Was* is the linking verb and the beginning of the predicate.
- Repeat the process for the second sentence, finding the subject (*The church*). The linking verb is the word *became* and the predicate is the phrase *became important to people for stability and hope*.
- Have students turn to Activity Page 11.2 and guide them through the first few sentences, making sure they understand the words *subject* and *predicate* in order to label the appropriate parts of each sentence. Have them complete the activity page independently, or if you feel they need more assistance, as a teacher-guided activity.
- Collect Activity Page 11.2 to review and grade at a later time.

MORPHOLOGY

15 minutes

Introduce Root *arch*

- Tell students they will learn about a word part called a root that is usually from the Greek or Latin language.
- Refer to the Roots Poster you displayed in the classroom and read it. Tell students a root can appear at different places in a word.
- Write the Greek root *arch* on the Roots Poster and explain that it can be pronounced /arch/ or /ark/, depending on the word and its context.

Materials

- Roots Poster
- Activity Page 11.3

- Explain that the root *arch* means “ruler” and comes from the Greek word *archos*. Many words can be made from this root; sometimes it is pronounced /arch/ and sometimes /ark/. Write the meaning of *arch* on the Roots Poster.
- Using the following chart, read each meaning of *arch*, noting the pronunciation. In Grade 2 CKLA students were taught that the spelling ‘ch’ could represent one of two sounds, /ch/ as *church* or /k/ as in *architect*. Read the example sentence, discussing how the word with the Greek root *arch* functions within each word.

| Root <i>arch</i> | | | |
|-------------------|-------------------------------|--------------------------------------|---|
| Pronunciation | Example Words from the Reader | Meaning of <i>arch</i> | Example Sentence from Text |
| 1. arch /arch/ | archbishop | ruler; chief or main; most important | To help him do this, he appointed Thomas to the position of archbishop of Canterbury. This meant that Thomas had become the most powerful church leader in all of England. |
| 2. arch /ark/ | monarchy | | By the time he died in 1189, Henry II had done a lot to restore the power and authority of the English monarchy . |

- Tell students that words with the Greek root *arch* are usually nouns.
- Write *archbishop* on the board/chart paper. Underline the Greek root *arch*. In this word, *arch* means chief or most important. Briefly discuss the meaning of the English root word *bishop* (a leader in church) and then use it in a sentence. (*Archbishop* means the chief bishop, or the most important bishop. *The archbishop was the most powerful bishop.*)
- Read the first sentence with the word *archbishop* from the board/chart paper:

To help him do this, he appointed Thomas to the position of archbishop of Canterbury. This meant that Thomas had become the most powerful church leader in all of England.

- Write the word *monarchy* on the board. Underline the Greek root *arch*. Note that *mon* means single or alone. Discuss the meaning of *monarchy* and then use it in a sentence. (government ruled by one ruler; *A king or queen is usually the leader of a monarchy.*)
- Read the next sentence with the word *monarchy* from the board/chart paper:

By the time he died in 1189, Henry II had done a lot to restore the power and authority of the English monarchy.

- Continue in this manner with the remaining *arch* words, using the following chart as a guide.

| Word | Meaning | English Root Word | Sentence |
|-----------|--|--|--|
| archduke | (noun) a duke of the highest rank; the most important duke | duke | The archduke was just below the king in importance. |
| archrival | (noun) a chief or main rival or opponent | rival | The lord prepared for an important battle against his <u>archrival</u> ; he spared no expense in arming his knights. |
| anarchy | (noun) a situation not controlled by rules or laws and without a leader | N/A | The cafeteria was in a state of <u>anarchy</u> ; kids were throwing food and yelling at each other. |
| hierarchy | (noun) a system in which people are placed into social classes of different levels of power and importance | N/A | The <u>hierarchy</u> in the Middle Ages gave the lords power and control over the serfs. |
| matriarch | (noun) a woman who controls a family, group, or government | N/A Latin prefix <i>matri-</i> meaning “mother” | My grandmother is the <u>matriarch</u> at my house; what she says is the law of the land. |
| patriarch | (noun) a man who controls a family, group, or government | N/A Latin prefix <i>patri-</i> meaning “father” | Steve’s grandfather is the <u>patriarch</u> of his family. |

- Have students turn to Activity Page 11.3. Do the first few items as a teacher-guided activity and have students complete the rest of the items for homework.

SPELLING15 minutes

Introduce Spelling Words

- Explain that students will practice 15 words related to prefixes they have studied in morphology. Apart from the prefix, these words do not follow one single spelling pattern. Tell students they will be assessed on these words in Lesson 15. Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

| | | |
|---------------|--------------|------------------|
| 1. enclose | 6. nonissue | 11. unlikely |
| 2. entrust | 7. nonsense | 12. unrest |
| 3. enjoy | 8. nonstop | 13. unsettle |
| 4. ensure | 9. nonverbal | 14. unsuccessful |
| 5. nonfiction | 10. unable | 15. unusual |

Note

You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction. Use as many of the examples as time permits, completing at least one example for each pronunciation.

- Materials**
- Activity Pages 11.4, 11.5, SR.1

Note

Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart.

Pronunciation/Syllabication Chart

If you have taught CKLA in Grades K–3, you will notice the sound-spelling notation is different in Grade 4 than in previous grades. In Grades K–3, we noted each individual sound spelling within //. For example, the sound spellings for *costly* would be /k//o//s//t//*/l//ee/. In Grade 4, we use a sound-spelling notation that follows linguistic and dictionary conventions, making each notation easier to see and read. For example, the word *costly* is now notated as /kost*lee/.

| Word | CK Code | Syllabication |
|--------------|--------------------|------------------------------|
| enclose | /en*kloez/ | closed * digraph |
| entrust | /en*trust/ | closed * closed |
| enjoy | /en*joi/ | closed * digraph |
| ensure | /en*sher/ | closed * r-controlled |
| nonfiction | /non*fik *shən/ | closed * closed * ə |
| nonissue | /non*ish *ue/ | closed * closed * digraph |
| nonsense | /non*sens/ | closed * closed |
| nonstop | /non*stop/ | closed * closed |
| nonverbal | /non*ver * bəl/ | closed * r-controlled * ə |
| unable | /un*ae *bəl/ | closed * open * ə |
| unlikely | /un*liek * lee/ | closed * digraph * open |
| unrest | /un*rest/ | closed * closed |
| unsettle | /un*set*əl/ | closed * closed * ə |
| unsuccessful | /un*suk *ses *fəl/ | closed * closed * closed * ə |
| unusual | /un*ue* zhoo *əl/ | closed * open * open * ə |

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

| Spelling Word | Definition | Example Sentence |
|---------------|---|--|
| enclose | to surround; close in | We plan to <u>enclose</u> the the yard with a fence so the dog doesn't run away. |
| entrust | to place belief in someone to do something | She said she will <u>entrust</u> my sister and me to take care of her garden while she is on vacation. |
| enjoy | to like | I <u>enjoy</u> chocolate cake because it is my favorite. |
| ensure | to make certain or safe | Take the gift to her yourself to <u>ensure</u> she gets it by tomorrow. |
| nonfiction | text that is about <u>facts</u> and true information; <u>informational text</u> | This <u>nonfiction</u> book about the president has some really interesting facts in it. |
| nonissue | a point that is not important | I just need a shirt that fits; the color is a <u>nonissue</u> . |
| nonsense | something confusing or silly | Wearing a thick coast and warm hat on a hot, humid day is <u>nonsense</u> . |
| nonstop | not ending | She talked <u>nonstop</u> for the entire trip. |

| Spelling Word | Definition | Example Sentence |
|---------------|---|---|
| nonverbal | not using spoken words | The <u>nonverbal</u> puppet show included puppets dancing and acting out scenes to instrumental music. |
| unable | not having the power or knowledge to do something | He had never been on a horse before and was <u>unable</u> to come along on the ride. |
| unlikely | a good chance something will not happen | It's <u>unlikely</u> that we will go for a walk, because it's supposed to rain all day. |
| unrest | a situation that is not settled or calm | There was <u>unrest</u> among the students, because the teacher said there would be no recess that day. |
| unsettle | to make someone nervous, worried, or upset | It will <u>unsettle</u> the people in line to order dinner if you tell them the food is running out. |
| unsuccessful | not growing or reaching a goal | They boy was <u>unsuccessful</u> on the balance beam, fell off, and had to start again. |
| unusual | not what you expect | I could not tell which animal was making the <u>unusual</u> sound coming from the barn. |

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students take home Activity Page 11.4 to practice spelling the words and Activity Page 11.5 to complete for homework.

TAKE-HOME MATERIAL

Morphology; Spelling; Reading

- Have students take home Activity Page 11.3 to complete for homework.
- Have students take home Activity Page 11.4 and 11.5 to practice their spelling words.
- Have students take home Activity Page 11.6, to read to a family member from start to finish to build fluency.

Materials

- Activity Pages 11.3–11.6

Lesson 12

Unit 2: The Middle Ages

CORE CONTENT OBJECTIVES

Students will:

- ✓ Identify King Henry II as an important English king who ruled during the Middle Ages
- ✓ Explain that King Henry II made major reforms in the judicial system
- ✓ Describe the causes and consequences of the murder of Thomas Becket in Canterbury Cathedral

| LESSON AT A GLANCE | TIME | MATERIALS |
|--|---------|--|
| Reading | | |
| Close Reading: Chapter 7 “Henry II and Law and Order” | 40 min. | <i>Knights, Castles, and Chivalry</i> |
| Word Work: <i>Acquire</i> | 5 min. | |
| Writing | | |
| Support an Opinion | 45 min. | Structure of a Persuasive Paragraph Poster; Planning a Persuasive Paragraph Chart; Pro Chart; <i>Knights, Castles, and Chivalry</i> ; Activity Pages 2.6, 8.1, 10.3; Lords and Serfs Graphic Organizer |
| Take-Home Material | | |
| Writing | * | Activity Pages 2.6, 8.1, 10.3 |

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to explain how Henry II changed laws in England and explain the relationship between Henry II and Thomas Becket.

Writing: By the end of this lesson, students will be able to write reasons to support an opinion.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you can access a digital version of this and The Big Question in the digital components for this unit.

Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of “Henry II and Law and Order.”

Writing

- Display the Lords and Serfs Graphic Organizer as completed during Lesson 2.
- Display the Pro Chart as completed during Lesson 8.
- Reference the Structure of a Persuasive Paragraph Poster displayed in Lesson 10. Alternatively, you can access a digital version in the digital components for this unit.

Structure of a Persuasive Paragraph:

- | |
|------------------------------------|
| 1. State an opinion |
| 2. Reason #1 to support opinion |
| 3. Reason #2 to support opinion |
| 4. Reason #3 to support opinion |
| 5. Transitions included, as needed |
| 6. Concluding sentence |

- Display the enlarged version of the Planning a Persuasive Paragraph Chart from Lesson 10.

If I could choose to be someone who lived during the Middle Ages, I would choose to be a lord.

| | Reason #1 | Reason #2 | Reason #3 |
|--|---|---|-----------|
| Text Evidence/ Page(s) | Lords were in control of the land and people around them. (p. 11) | Lords had lots of money to build castles and organize an army of knights to protect what belonged to them. (p. 12–13) | |
| Sentence in My Own Words (using at least one transition word at the beginning and the word <i>because</i> to introduce the reason) | | | |

Morphology ; Spelling

- Collect Activity Pages 11.3 and 11.5 to review and grade as there are no morphology or spelling lessons today.

Materials

- Knights, Castles, and Chivalry

Note

Close Reading lessons present excellent opportunities to ensure that English learners and other students who need additional support fully comprehend a reading selection.

READING

45 minutes

Close Reading:
Chapter 7 “Henry II and Law and Order”

40 minutes

Review the Chapter

5 minutes

- Remind students that they read about an important English king, King Henry II in the previous lesson. Ask them to name some of the positive things King Henry II did during his reign.
 - Answers may vary, but may include that he helped restore the power and authority of the English monarchy; he reformed the court system; and he found a new way to raise an army.
- Ask students to name some of the negative things King Henry II did during his reign.
 - Answers may vary, but may include that he ordered that all castles that built without royal approval be torn down; he treated anyone who questioned his authority mercilessly; and his suggestion may have led to the murder of Thomas Becket.
- Tell students they will reread Chapter 7, “Henry II and Law and Order.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Read the purpose for reading from the board/chart paper.

Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of “The Path to Change: Henry II and Law and Order”

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

Why was King Henry II such an important English king?

Close Reading

The practice of close reading involves directing students’ attention to specific aspects of a text. The guided reading supports in this close reading of Chapter 7, “Henry II and Law and Order,” are intended to provide this focus and are labeled as follows:

- VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.

- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students’ understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students’ responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

Read “Henry II and Law and Order”

30 minutes

- Read the title of the chapter as a class, “Henry II and Law and Order.” As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

A [Have students read the first paragraph silently.]

B *LIT Inferential* The author begins this chapter with a short sentence, “The great conqueror is dead.” The author uses this short, powerful sentence to capture the reader’s attention. It also helps to set the scene for the events that will be described in this chapter. Why do you think the author does not name the conqueror in the first two sentences of the paragraph?

» Answers may vary, but may include the fact that, taken together, the information in the first two sentences could only be about one person—William the Conqueror (“the great conqueror”)—who had an “incredible victory at the Battle of Hastings.” Students may also note that, by not revealing the name of the person until the third sentence, the author is holding the reader’s attention.

C *VOC/LIT Inferential* In this first paragraph, the author says that William ruled with an iron fist. This is called an idiom. An idiom is a phrase whose meaning is different from that of the literal meaning of the words used in the phrase. This phrase does not mean that William the Conqueror had a fist, or a hand, that was made of iron. What do you think this phrase means?

» It means that he was a strict ruler who kept very tight control over people and events.

Support Remind students that an idiom is a literary device and that they learned about literary devices in the *Brown Girl Dreaming* unit. Review that literary devices are types of figurative language to better explain an idea, bring more attention to a particular event, encourage the reader to feel a certain way, clarify a point, illustrate a scene, or add to a description. Authors also use literary devices simply to make the text more interesting or engaging.

D [Have students read the remainder of pages 58–59 silently, then return to page 58 to ask answer question E.]

Chapter 7

Henry II and Law and Order

THE BIG QUESTION
Why was King Henry II such an important English king?

A B *The great conqueror is dead. He died 21 years after his incredible victory at the Battle of Hastings. William I had ruled England with an iron fist. He punished anyone who refused to be loyal to him. To defend his newly **acquired** kingdom, he built great castles. He kept a close eye on finances. After his death, England experienced a period of turmoil and unrest. As a result, power-hungry nobles fought each other, and some*



White Tower within the Tower of London, built by William the Conqueror

even challenged the ruling kings. **C**



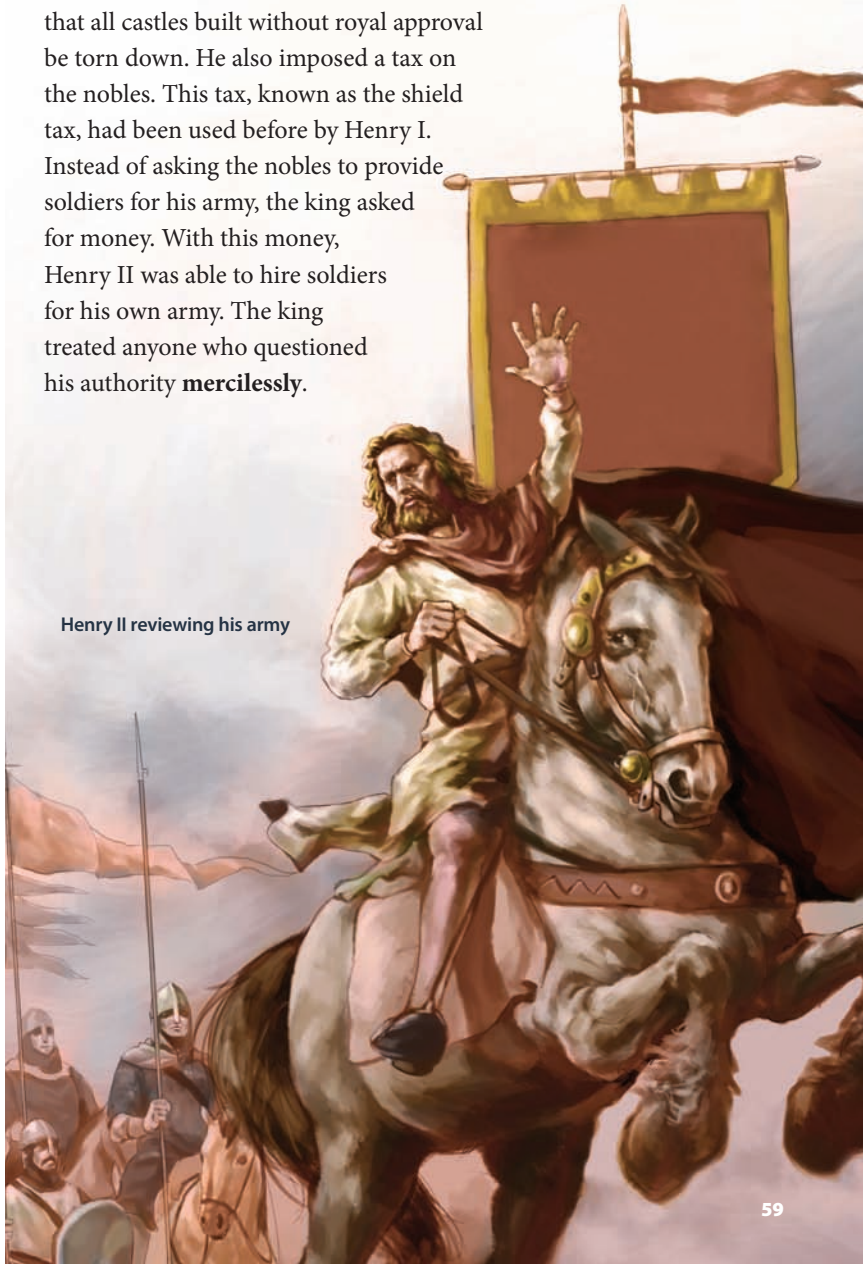
Henry II holding model of the abbey church he founded

D Finally, in 1154 CE, 67 years after William’s death, his great-grandson, Henry II, became king. Just like his great-grandfather, Henry II became the Duke of Normandy. Bright and determined, he made major reforms in justice, finance, and the armed forces. The first thing he did was to challenge the nobles who had been fighting among themselves for years. By this time, many nobles had acquired great wealth. They built castles for themselves. They formed their own armies, led by knights. Henry II ordered

E

that all castles built without royal approval be torn down. He also imposed a tax on the nobles. This tax, known as the shield tax, had been used before by Henry I. Instead of asking the nobles to provide soldiers for his army, the king asked for money. With this money, Henry II was able to hire soldiers for his own army. The king treated anyone who questioned his authority **mercilessly**.

Henry II reviewing his army



E VOC Literal The text says, “Bright and determined, he made major reforms in justice, finance, and the armed forces.” The author is saying that because Henry II was bright and determined, he made changes in several different areas, including the court system, the way in which the government raised money, and the way the king raised an army. The word *bright* has several different meanings. What are some meanings of *bright*, and what does it mean in this sentence?

- » It could mean giving off light; shiny; or smart and learns quickly. In this sentence *bright* means Henry II was smart and learned quickly.

A [Have students read page 60 silently.]

B *VOC/COMP Literal* What is treason?

» Treason is the crime of being disloyal to one's country.

If someone was accused of treason during the reign of Henry II, in what court would they have their trial?

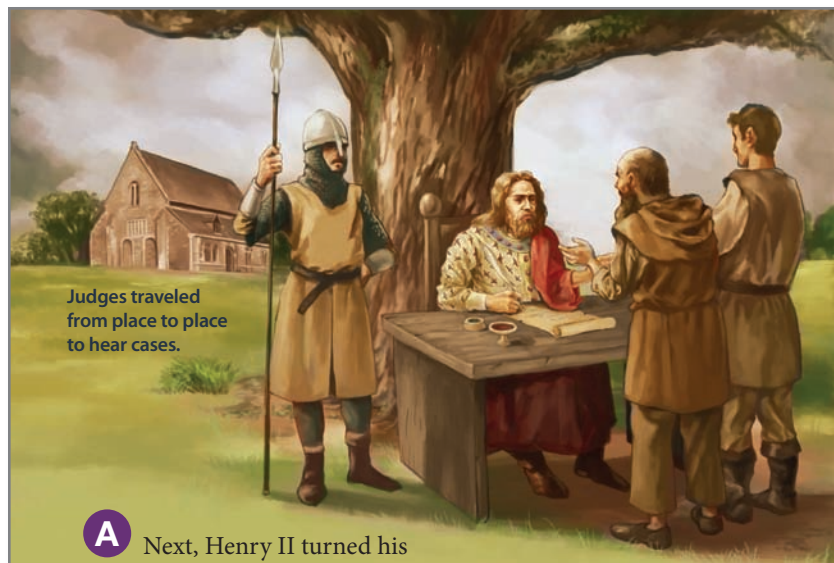
» Treason would be tried in the king's court.

C *COMP Inferential* At the beginning of the third paragraph on page 60, the author says, "Henry II set up a fairer legal system." The author wrote that sentence to explain that he or she didn't think the court system described in the previous (second) paragraph was very fair. What details does the author provide to support the statement that Henry II set up a fairer court system?

» Henry established a court system in which judges went out into the countryside to hear cases. Their decisions then helped decide future cases and became the law of the land.

D *VOC Literal* The text says Henry did a lot to restore the power and authority of the English monarchy. Based on the meaning of the word *restore*, what does this sentence mean?

» It means he brought back the power and authority that had been lost after William the Conqueror died.



A Next, Henry II turned his attention to law and order. England had different courts assigned to deal with various crimes. For example, local lords held manor courts to deal with local affairs. There were also Church courts. The king's court took care of serious crimes such as murder and **treason**.

B In the Middle Ages, there was a method of proof called trial by ordeal. This meant that the accused might be asked to prove his innocence by going through a certain ordeal. For example, the accused might have to pick up a piece of red-hot metal, be tossed into a pond, or fight an opponent. People believed that if the accused survived the ordeal, it was a sign from God that he was **innocent**.

C Henry II set up a fairer legal system. He created a circuit court system. This meant that royal justices or judges went out into the countryside to hear cases. Their decisions helped decide future cases and ultimately became the basis of common law, or the law of the land. By the time he died in 1189 CE, Henry II had done a lot to **restore** the power and authority of the English monarchy.

D

Murder in the Cathedral **E**



Thomas Becket, Archbishop of Canterbury

In the beginning of his **reign**, Henry II **appointed** a man he trusted named Thomas Becket to be his chief advisor. As well as controlling the nobles, Henry also wanted to limit the power of the Church in England. To help him do this, he appointed Thomas to the position of archbishop of Canterbury. This meant that Thomas had become the most powerful Church leader in all of England. Henry was confident that his friend would support

his decisions regarding the Church.

F But things did not work out that way. Thomas took his new job very seriously. When Henry wanted to reduce the power of the Church courts, Thomas disagreed with him. Furious, Henry thought about having his friend arrested. However, before this could happen, Thomas escaped to France. The pope

supported Thomas and threatened to excommunicate, or remove, Henry from the Church. In the Middle Ages, excommunication was a terrifying prospect. Many Christians believed that if they were not part of the Church, they would not go to heaven. **G**



Henry II and Becket arguing

H

E [Have students read page 61 silently.]

F *LIT Inferential* The first sentence in the second paragraph on page 61 says, “But things did not work out that way.” This is called foreshadowing. By using foreshadowing, the author gives the reader a hint about what is to come but does not give away any interesting details about the ending. Based on the author’s use of foreshadowing here, do you think Henry’s plan to limit the power of the Church will work?

» no

G *COMP Literal* What happened when Henry tried to use Thomas Becket to limit the power of the Church?

» Thomas Becket did not go along with Henry’s plan, and Becket escaped to France.

How did the pope, the leader of the Church, respond to Henry’s plan?

» The pope threatened to excommunicate, or remove, Henry from the Church.

H *COMP Inferential* [Reference the image at the bottom of page 61.] Which of the two people in this image is Henry II and which is Thomas Becket? How do you know?

» The one on the left is Henry and the second from the left is Thomas Becket. Henry, as king, is wearing a crown, and Thomas, as archbishop, is not.

A [Have students read page 62 silently.]

B *COMP Literal* What eventually happened between Henry and Thomas Becket?

- » They reached an agreement under which Thomas Becket returned to England, but they never restored their friendship.

C *COMP Inferential* The text says, “Was Henry just sulking, or was he encouraging the assassination of Thomas?” What clues from the text could lead the knights to think Henry was just sulking?

- » Students could conclude Henry was just sulking because, according to the text, he and Thomas were friends, and Henry allowed Thomas to return to England. Henry would probably not want Thomas assassinated.

What clues from the text could lead the knights to think Henry was encouraging them to assassinate Thomas Becket?

- » Students could conclude Henry was encouraging them to assassinate Thomas because, according to the text, although he allowed Thomas to return to England, Thomas still didn’t cooperate with Henry and the two men continued to argue.

D *SYN Inferential* The last sentence on page 62 says, “It is said that Henry never forgave himself for the death of his friend.” Why do you think the author used the phrase *it is said*? What is meant by this sentence?

- » Writers often use the phrase *it is said* when they are writing about something for which they have no proof. This means that, although some people believe Henry never forgave himself for Thomas’s death, this statement cannot be proven.

A Eventually, Henry and Thomas reached an agreement and Thomas was allowed to return to England. **B** Henry and Thomas’s relationship did not improve, though. They continued to argue over Church matters. Henry became so frustrated



Knights murdering Becket in Canterbury Cathedral

that during a royal dinner, with many nobles in attendance, he is said to have uttered the words, “Will no one rid me of this troublesome priest?”

Was Henry just **sulking**, or was he encouraging the **assassination** of Thomas? We will never know for sure. Four knights who heard these words murdered the archbishop while he was kneeling in prayer



Canterbury Cathedral

in Canterbury Cathedral. These knights may not have set out to kill the archbishop. The reasons behind the murder of Thomas Becket are still a mystery. **C**

Three years after Thomas’s death, the pope declared him to be a saint. Thomas Becket’s tomb in Canterbury Cathedral became a holy shrine that many **pilgrims** visited during the Middle Ages. It is said that Henry never forgave himself for the death of his friend. **D**

A Most Extraordinary Queen

E In 1153 CE, Henry II married a woman named Eleanor of Aquitaine. Eleanor came from a noble family who controlled Aquitaine, one of the richest regions of France. She had been married previously to the king of France. Henry and Eleanor had eight children. In 1173 CE, two of their sons plotted against Henry.



Eleanor with her sons, Richard and John



Eleanor of Aquitaine's seal

Henry believed Eleanor had been involved in the plot to overthrow him, so he had her placed under house arrest. When Henry died in 1189 CE, Eleanor was released by her oldest son, Richard I. Richard was crowned king after the death of his father, Henry II. Eleanor helped to govern England during the years King Richard was away fighting in the wars known as the Crusades. Because he was so brave, Richard earned the name *Lion-Hearted*.

Eleanor of Aquitaine is thought to have been one of the more influential women of her time.

F

63

E [Have students read page 63 silently.]

F *COMP Inferential* The wife of Henry II, Eleanor of Aquitaine, was the queen of how many different countries? How did that happen?

» two

» Her first husband was the king of France, so, during her lifetime, she was the queen of both France and England.

Discuss the Chapter and Wrap Up the Lesson

5 minutes

- Have students work with a partner to discuss both the positive and negative effects Henry II had on England. Ask students to determine what action of Henry’s was the most positive and which was the most negative, and why.
- Have several students share their discussions with the class.

Word Work: Acquire

5 minutes

1. In the chapter you read, “By this time, many nobles had acquired great wealth.”
2. Say the word *acquire* with me.
3. *Acquire* means to get.
4. By the time I was eight years old, I had acquired a large number of books about horses.
5. What are some things you have acquired or would like to acquire? Be sure to use the word *acquire* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I have acquired _____. “ or “I would like to acquire _____.”]
6. What part of speech is the word *acquire*?
» verb

[Use an *Antonyms* activity for follow-up.] What are some antonyms, or words that have the opposite meaning, of *acquire*? [Prompt students to provide antonyms such as *drop*, *lose*, and *abandon*.] With a partner, create a sentence for each of the antonyms of *acquire* he or she provides.

Materials

- Structure of a Persuasive Paragraph Poster
- Activity Pages 2.6, 8.1, 10.3
- Planning a Persuasive Paragraph Chart
- *Knights, Castles, and Chivalry*
- Lords and Serfs Graphic Organizer
- Pro Chart

WRITING

45 minutes

Support an Opinion

Model Supporting an Opinion

20 minutes

- Review the structure of a persuasive paragraph. Remind students that in a persuasive paragraph, the writer states an opinion and gives reasons for that opinion. When a writer states an opinion, he or she is taking a stand (saying what he or she believes) on a topic and is prepared to explain why he or she is taking that particular stand.
- The first step to writing a persuasive paragraph is to state your opinion. Students should have completed the sentence starter on the Planning a Persuasive

Paragraph Chart on Activity Page 10.3 in a previous lesson: *If I could choose to be a person who lived during the Middle Ages, I would choose to be a (serf/knight/craftsman/monk/nun).*

- Have students examine the rest of Activity Page 10.3. It contains a graphic organizer that asks for three reasons to support the opinion stated in the sentence starter. For each reason, they must list evidence from the text and the page number on which the evidence was found. Students should then write the reason in a complete sentence in their own words. They will later include a transition at the beginning of each reason sentence, if possible, and use the word *because* to introduce evidence for the reason. Students can use the Pro Chart on Activity Page 8.1 to help them get started.
- Display the enlarged Planning a Persuasive Paragraph Chart to use while modeling for students.
- Tell students that you will model how to support your opinion with reasons. Remind students that you have been modeling with the “lord” social class throughout this unit.
- Reference the Pro Chart on Activity Page 8.1. Remind students that this table is an effective way to organize one’s thoughts when trying to figure out a reason that could convince a reader to believe your opinion. Read the two “pros” listed for lords: that lords lived in castles and controlled the land and towns near their castles. Although Activity Page 8.1 had only two reasons, students will need to develop a third reason on their own to complete Activity Page 10.3.
- Use think-aloud modeling to demonstrate how to consider each reason and what evidence would be needed to support them. For example, you might question each pro listed on Activity Page 8.1: “Why were lords able to live in castles? One reason was that they had a lot of money and control over people who could build them. Why did lords have more money than others? Lords had more money because they taxed the serfs and townspeople. Why could lords tax the serfs and townspeople? Lords had special relationships with the king that gave them special privileges, and were at the top of the hierarchy of social classes during the Middle Ages.”
- The first row on Activity Page 10.3 asks for “Text Evidence/Page(s).” In order to complete this row properly, students will need to refer to previous graphic organizers or the Reader to find the page number where they found the text evidence. It may be helpful to list the chapter numbers on the board for reference.
 - Serfs/Lords: Chapter 2: “To the Manor Born”
 - Knights: Chapter 3: “Gloomy Castles and Jousting Knights”
 - Craftsmen: Chapter 4: “Merchants, Markets, and Mud: Towns in the Middle Ages”
 - Monks: Chapter 5: “The Power of the Church”
 - Nuns: Chapter 5: “The Power of the Church” and page 36.

- Model how to reference the Lords and Serfs Graphic Organizer and use the paraphrased notes and page number to find evidence in the text. On the top of page 11, the text says, “The landowner, or lord, lived in his castle or manor house. He owned all the land around his home and often the nearby towns and villages, too. The lord also controlled the lives of most of the people who worked for him.”
- Tell students that you will use this evidence from the text to draft a reason sentence. A helpful sentence starter is, “I would choose to be a lord because . . .” Tell students they will have time to add transition words and more detail to the reason sentences in the next writing lesson.
- Write your draft sentence onto the enlarged version of Activity Page 10.3. For example, you could write:

I would choose to be a lord because the lord was in control of the land and people around him.

- Remind students that each reason should be compelling (it should dazzle readers and make them pay more attention to your opinion). Based on the paraphrased notes, a second reason could be:

I would choose to be a lord because the lord was in control of the land and people around him. The lord taxed the serfs and townspeople and used this money to build his castle, organize his army of knights, and protect the land that belonged to him.

- Point out that you used the paraphrased notes from the Lords and Serfs Graphic Organizer to inspire your second reason sentence. In order to craft this sentence with detail, you must return to the text to find more information and write that information in your own words.
- Tell students that they only have two pros on their Pro Charts on Activity Page 8.1. It is up to them to use the Reader to find a third reason that might convince the reader their opinion is worth believing.
- Review the enlarged Planning a Persuasive Paragraph Chart, as noted in the following chart. Tell students they will use the two pros from Activity Page 8.1 to write two sentences that support why they would choose to be a certain person from the Middle Ages on Activity Page 10.3. Remind students that they must determine Reason #3 on their own.

| If I could choose to be a person who lived during the Middle Ages, I would choose to be a lord. | | | |
|---|---|---|-----------|
| | Reason #1 | Reason #2 | Reason #3 |
| Text Evidence/ Page(s) | Lords were in control of the land and people around them. (p. 11) | Lords had lots of money to build castles and organize an army of knights to protect what belonged to them. (p. 12–13) | |
| Sentence in My Own Words (using at least one transition at the beginning and the word <i>because</i> to introduce the reason) | <i>I would choose to be a lord because the lord was in control of the land and people around him.</i> | <i>The lord taxed the serfs and townspeople and used this money to build his castle, organize his army of knights, and protect the land that belonged to him.</i> | |

- Demonstrate how to review Activity Page 2.6 (Lords and Serfs Graphic Organizer) and Activity Page 8.1 (Pro Chart) to select a third reason why someone should choose to be a lord during the Middle Ages. For example, you could choose as a third reason that lords learned how to read and write, became skilled swordsmen, and could learn a musical instrument. Their privileged lifestyle allowed them to do things that serfs could not. This information is from page 10 of the Reader. Model how to transform this information into a sentence using your own words, writing in the Reason #3 column of the Planning a Persuasive Paragraph Chart as you work.

Practice Supporting an Opinion

25 minutes

- Ensure students have Activity Pages 2.6 (if they are writing about serfs), 8.1, and 10.3 in front of them.
- Have students work independently to use their notes to draft reason sentences using Activity Page 10.3.
 - **Support** For students who need additional support, you may choose to work with a small group of students in order to guide them in turning notes into reason sentences.

Wrap Up

- Have students share their reason sentences with a partner.
- Students should finish Activity Page 10.3 for homework.

TAKE-HOME MATERIAL

Writing

- Have students take home Activity Pages 2.6, 8.1, and 10.3 to complete Activity Page 10.3 as homework.

Materials

- Activity Pages 2.6, 8.1, 10.3

Lesson 13

Unit 2: The Middle Ages

CORE CONTENT OBJECTIVES

Students will:

- ✓ Describe the relationship between King John and the nobles during his reign
- ✓ Explain the significance of Magna Carta

| LESSON AT A GLANCE | TIME | MATERIALS |
|---|---------|--|
| Reading | | |
| Read-Aloud: Chapter 8 “The Wayward King: King John and Magna Carta” | 40 min. | <i>Knights, Castles, and Chivalry</i> ; Activity Pages 2.3, 13.1 |
| Word Work: <i>Inevitable</i> | 5 min. | |
| Writing | | |
| Draft a Persuasive Paragraph | 45 min. | Activity Pages 2.6, 8.1, 10.3, 13.2; Lords and Serfs Graphic Organizer; Pro Chart; Structure of a Persuasive Paragraph Poster; Planning a Persuasive Paragraph Chart; Draft Persuasive Paragraph Example |
| Take-Home Material | | |
| Reading; Writing | * | Activity Pages 13.2–13.5 |

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe how the relationship between King John and his nobles led to Magna Carta and what Magna Carta changed.

Writing: By the end of this lesson, students will be able to draft a persuasive paragraph.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you can access a digital version of this and The Big Question in the digital components for this unit.

Read to learn why a dispute between King John and the nobles led to some people acquiring more rights.

Writing

- Display the Lords and Serfs Graphic Organizer as completed during Lesson 2.
- Display the Pro Chart as completed during Lesson 8
- Display the Structure of a Persuasive Paragraph Poster. Alternatively, you can access a digital version in the digital components for this unit.

| Structure of a Persuasive Paragraph: |
|--------------------------------------|
| 1. State an opinion |
| 2. Reason #1 to support opinion |
| 3. Reason #2 to support opinion |
| 4. Reason #3 to support opinion |
| 5. Transitions included, as needed |
| 6. Concluding sentence |

- In addition, display the enlarged version of the Planning a Persuasive Paragraph Chart as completed during Lesson 12.
- Display a list of transition words and phrases on the board/chart paper:

In addition,
First of all,
Second of all,
Lastly,
Finally,

- Prepare the following Draft Persuasive Paragraph Example to display. Cover it until the writing lesson. Alternatively, you can access a digital version in the digital components for this unit.

“Lords Reign During the Middle Ages”

If I could choose to be a person who lived during the Middle Ages, I would choose to be a lord. First of all, I would choose to be a lord because the lord was in control of the land and people around him. In addition, the lord taxed the serfs and townspeople and used this money to build his castle, organize his army of knights, and protect the land that belonged to him. Lastly, lords also enjoyed privileges that other groups did not during the Middle Ages, such as learning to read and write and playing musical instruments. It would be best to be a lord during the Middle Ages because lords were on top.

Materials

- *Knights, Castles, and Chivalry*
- Activity Pages 2.3, 13.1

READING

45 minutes

Read-Aloud:
Chapter 8 “The Wayward King: King John and Magna Carta” 40 minutes

Review 5 minutes

- Remind students that they learned about several kings who reigned in England during the Middle Ages.
- Ask the following questions to review the previous chapters:
 - How did William the Conqueror become king of England?
 - » He won the Battle of Hastings.
 - About 67 years after William the Conqueror died, his great-grandson, King Henry II became king of England. What changes did King Henry II make to the court system?
 - » He made it fairer; he started a circuit court system in which judges would travel to hear cases.
 - After King Henry II died, his son Richard I became king. What was his nickname and how did he acquire that name?
 - » Richard the Lion-Hearted. He demonstrated bravery during the Crusades.

Introduce the Chapter 5 minutes

- Tell students that you will read aloud Chapter 8, “The Wayward King: King John and Magna Carta.” They should follow along in their Reader as you read.
- Have students turn to the table of contents, locate the chapter and then turn to the first page of the chapter.

- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *succeed*.
- Have them find the word on page 68 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *succeed*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 13.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **succeed, v.** to follow or replace someone in a position of power (**68**)
2. **ancestral, adj.** related to a person's relatives from long ago (**68**)
3. **unsettling, adj.** makes people nervous, worried, or upset (**69**)
4. **inevitable, adj.** will happen and can't be stopped (**70**)
5. **consult, v.** to ask someone for advice or information (**71**)
6. **humiliation, n.** a feeling of embarrassment and shame (**72**)
7. **ballad, n.** a simple song, usually telling a story (**ballads**) (**74**)

| Vocabulary Chart for Chapter 8 “The Wayward King: King John and Magna Carta” | | |
|--|---------------------------------|---|
| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
| Core Vocabulary | ancestral | succeed unsettling inevitable consult humiliation ballad |
| Spanish Cognates for Core Vocabulary | ancestral | inevitable consultar humillación balada |
| Multiple-Meaning Core Vocabulary Words | | |
| Sayings and Phrases | | |

- Remind students they can look up a word in the glossary if they forget its meaning.
- Read the purpose for reading from the board/chart paper:

Read to learn why a dispute between King John and the nobles led to some people acquiring more rights.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

Why is Magna Carta such an important document?

Read “The Wayward King: King John and Magna Carta”

20 minutes

- Read the chapter aloud as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

A [Read page 68 aloud. Remind students to use headings, subheadings, images, and captions to better understand the text. These features help to organize and better explain the information in the chapter.]

B *Literal* What does *succeed* mean?
» to follow or replace someone in power
Who did King John succeed?
» King Richard

C *Inferential* What did King John lose control over?
» England's land in France.
Why are these referred to as his ancestral lands?
» King John was related to the various kings of England all the way back to William the Conqueror. The land in France was originally under William's control.

[Refer to the image and have students comment on how much land King John lost.]

Chapter 8

The Wayward King: King John and Magna Carta

THE BIG QUESTION
Why is Magna Carta such an important document?



Richard I

King John was not as popular as his brother. For one thing, he failed to hold on to some of England's lands in France. Less than five years after John became king, the king of France attacked the regions of Normandy and Anjou. These were King John's **ancestral** lands. John attempted to defend these lands, but without his nobles' support, he was unsuccessful.

A King Richard I died in 1199 CE. Although he had spent very little time in England, people there still mourned the death of Richard the Lion-Hearted. Many people had taken up arms and followed this royal crusader to the hot deserts of the Middle East. Many fought alongside him in battle. Without children to **succeed** him, Richard's youngest brother John became the next king. **B**



King John lost the lands in orange.



King John holding model of the abbey church he founded

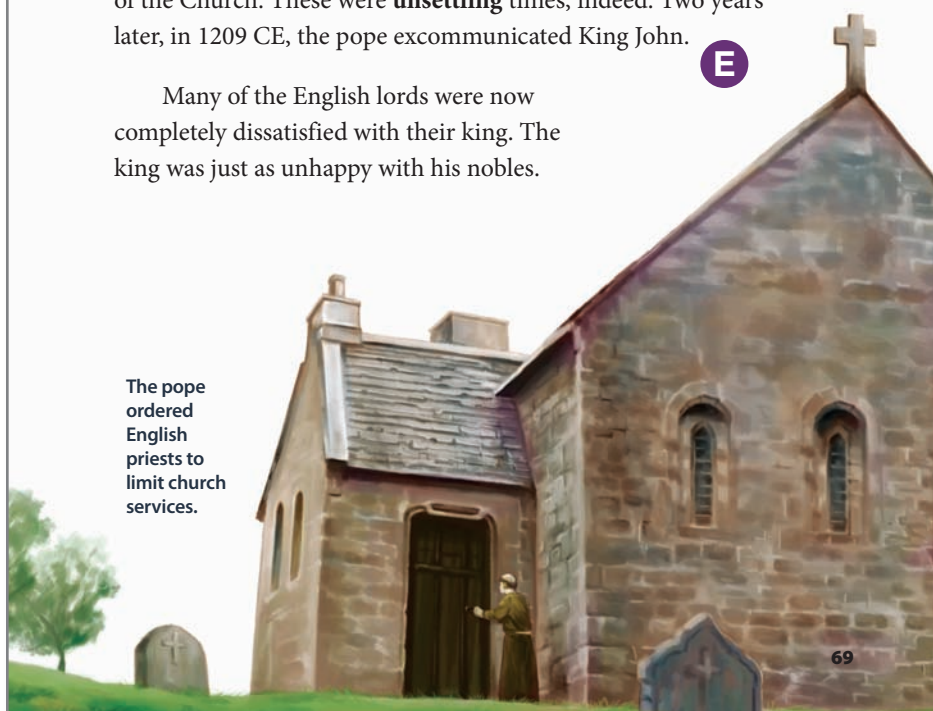
D Wars cost money and someone had to pay for them. To do this, King John raised taxes. He taxed nobles and wealthy merchants, and he placed taxes on cities. He also made it more difficult for people to hunt in the royal forests. Dissatisfaction with King John grew among the ruling class.

Then, King John claimed Church property and disagreed with the pope's choice of who should become the archbishop of Canterbury. Now he had yet another enemy. In fact, the pope was so angry with King John that he instructed the priests in England to limit church services. Most people were prevented from participating in the daily and weekly rituals of the Church. These were **unsettling** times, indeed. Two years later, in 1209 CE, the pope excommunicated King John.

Many of the English lords were now completely dissatisfied with their king. The king was just as unhappy with his nobles.

E

The pope ordered English priests to limit church services.



D [Read page 69 aloud.]

E *Literal* Who was especially unhappy with King John?

» nobles and the pope

A [Read page 70 aloud.]

B Inferential The text says, “A major conflict was inevitable.” Which people or groups would inevitably have a conflict? What happened?

» King John and the nobles

» The nobles rebelled and captured London. The nobles and King John finally agreed to meet to talk.

A As a result of the feudal system, nobles had a huge amount of power. King John wanted to lessen their power and claim some of their land. The nobles wanted to limit the king’s authority. A major conflict was **inevitable**.

Eventually, King John agreed to the pope’s candidate for archbishop of Canterbury. But by this time, some of the more powerful nobles had already decided to act against him. In 1215 CE, following another English military defeat in France and additional taxes, these nobles rebelled and turned against King John. They captured London. For a short time, there was a military stand-off between the rebellious nobles and King John. **B**



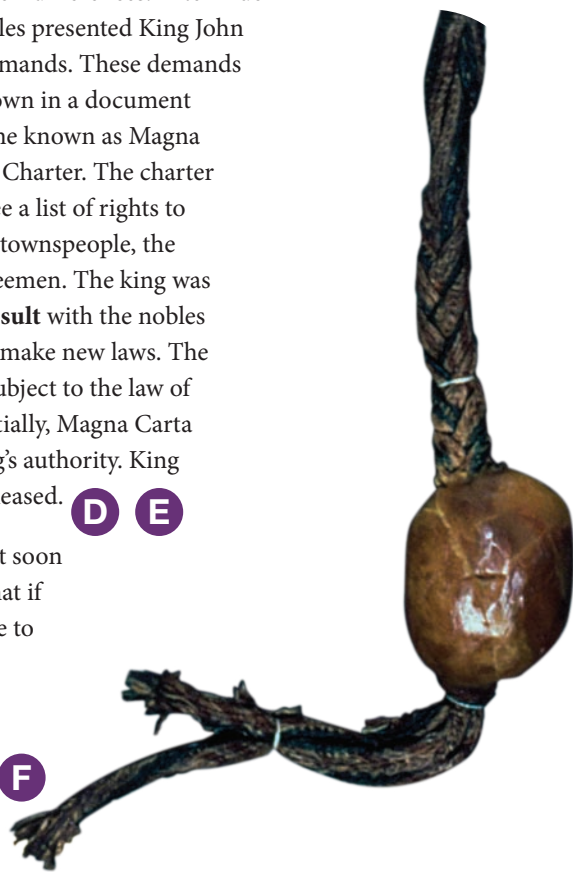
An important group of English nobles rebelled against John in 1215 CE.

70

C In the summer of 1215 CE, both sides agreed to talk about their differences. After much debate, the nobles presented King John with a list of demands. These demands were written down in a document that later became known as Magna Carta, or Great Charter. The charter would guarantee a list of rights to the barons, the townspeople, the Church, and freemen. The king was required to **consult** with the nobles if he wanted to make new laws. The king was also subject to the law of the land. Essentially, Magna Carta limited the king's authority. King John was not pleased. **D E**

However, it soon became clear that if he did not agree to the charter, his nobles would continue to rebel. In June **F** 1215 CE, an official seal was placed on Magna Carta. Copies

of Magna Carta were sent out to different parts of the kingdom. Magna Carta was an important written statement that limited the power of English kings.



An official seal was placed on Magna Carta.

71

C [Read page 71 aloud.]

D *Literal* After King John and some of the nobles met to discuss their differences, the nobles gave King John a list of demands called Magna Carta. What were the consequences, or results, of Magna Carta for the nobles?

» They gained a guaranteed list of rights and a voice in making laws because the king was required to consult with the nobles if he wanted to make new laws.

E *Literal* What were the consequences of Magna Carta for King John?

» some loss of power and authority to nobles

F *Inferential* If King John did not like the consequences of Magna Carta, why was the royal seal placed on it, allowing it to become the law of the land?

» He was afraid that if he did not allow it to become the law of England, the nobles would keep rebelling and he might lose even more power and authority.

A [Read page 72 aloud.]

B *Literal* Which members of English society benefited from Magna Carta?

» feudal lords, the Church, the merchants, and freemen

C *Literal* How did Magna Carta change King John's power? Cite evidence from the text.

» King John had less power. He could not raise taxes or make new laws on his own.

D *Literal* What type of modern government is based on many of the ideas from Magna Carta?

» democracies with constitutions

E The United States is a representative democracy and our constitution is based on many of the ideas in Magna Carta.

Magna Carta **A**

Magna Carta really only benefited some members of society: feudal lords, the Church, the merchant class, and, in a general way, all freemen. Still, the document stated that the king must consult with others if he wanted to make new laws or raise taxes, and that courts must recognize the rule of law. In this respect, it is considered to be one of the most important documents in English history. Many of the ideas in this document have been included in the constitutions—or governing documents—of modern democracies. **B C D E**

King John did not have to endure this **humiliation** for too long. Four months later, he died of a fever as conflict continued to rage throughout England. King John's son Henry was crowned king of this troubled land. Henry III was just nine years old!

Within 50 years of King John's death, England would have a new governing body, or parliament. This parliament included the king, the lords, the knights, and the townspeople in England, providing more people a say in the government and laws.



Marble coffin lid of King John



Copy of Magna Carta from 1225 CE

A [Read pages 74 and 75 aloud.]

B *Literal* Who was Robin Hood and did he really exist?

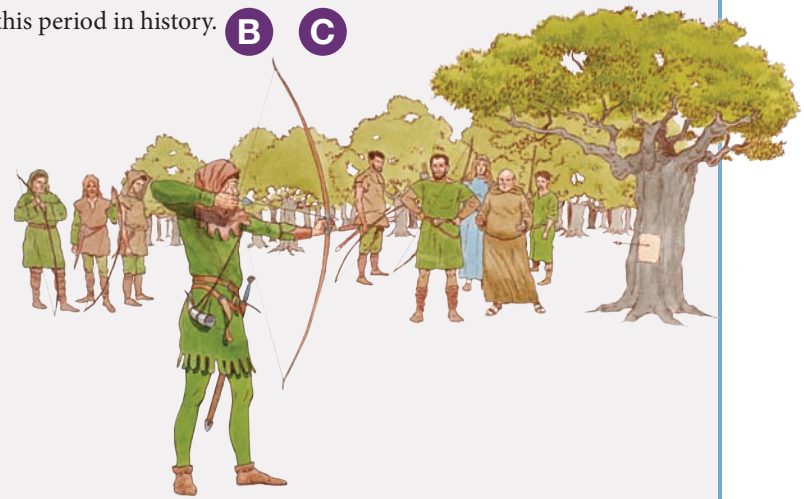
- » He was an English hero whose stories were told through ballads, or songs, and books. No one is sure whether he existed.

C *Inferential* If Robin Hood did exist, why might the people of England consider him a hero?

- » Robin Hood fought against some of the rules and customs that made life difficult for people in the Middle Ages, such as challenging the laws against hunting, and challenging taxes collected by kings and lords.

Robin Hood

A Did the English hero Robin Hood really exist? It is difficult to say. The earliest reference to the legend of Robin Hood appears to date from about 1377 CE, and the oldest manuscript is from the late 1400s. The stories of Robin Hood's adventures first appeared in the form of **ballads**. As the legend goes, Robin and his band of men lived in the forests of northern England. Robin was thought to be a hero because he challenged the local lords, and even the king. English kings had raised taxes and introduced strict hunting laws, which prevented many people from entering royal forests. It is possible that there really was an outlaw like Robin Hood who challenged these laws. However, it is also possible that a fictional character named Robin Hood was created by storytellers to explain how difficult life was for many people during this period in history. **B** **C**



Robin Hood and his band of outlaws

If You Were a Lady-in-Waiting

Queens during the Middle Ages would have had ladies-in-waiting to attend to them. If you are destined to become a lady-in-waiting, you too will leave home at an early age to begin your training. Only girls from noble households can wait upon other noble ladies, including members of the royal family.



Young girl from a noble family



A lady-in-waiting learned to sew.

Therefore, your training takes place in a noble household. You are expected to acquire excellent manners. You learn to dance, sew, and ride a horse. You learn to read and, often, to speak a foreign language. You might even learn to be a skillful archer.

D

D *Literal* What were some of the things a lady-in-waiting needed to learn?

- » excellent manners; dancing; sewing; riding a horse; reading; speaking a foreign language; and archery

- A** [Read page 76 aloud.]
- B** *Literal* What was the final purpose of training to become a lady-in-waiting?
» to marry a nobleman
- C** [As time permits, you may have students conduct independent research to find the answers to the questions posed in Medieval Musings.]



A Your many duties include helping to dress your mistress, brushing her hair, and helping her bathe. You also tend to her clothes, repairing them and cleaning them. As with all ladies-in-waiting, the purpose of your training is to ensure you eventually marry a nobleman. **B**

A lady-in-waiting would brush her mistress's hair.

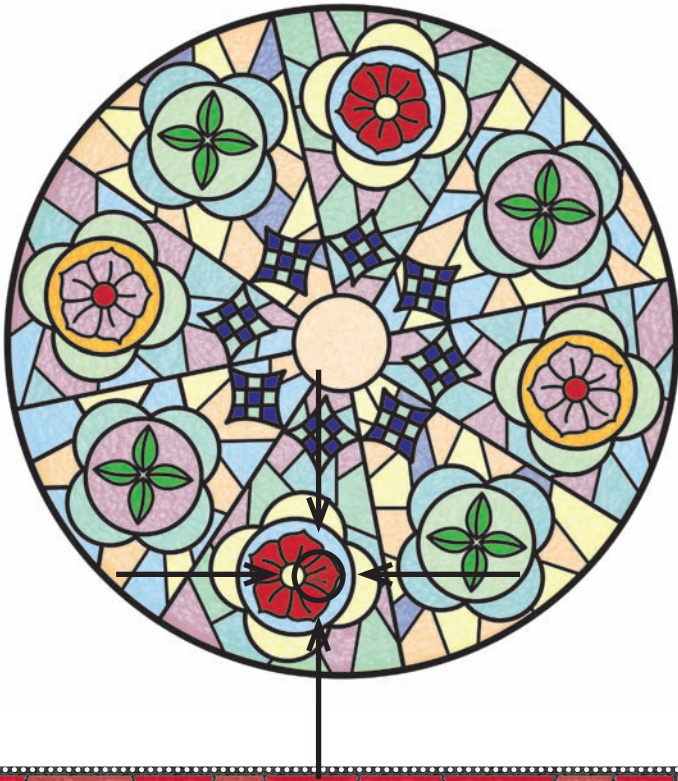
C Medieval Musings

1. King John inherited a nickname that pokes fun at the fact that he did not have as much land or wealth as other kings. What was his nickname?
2. Skilled craftsmen made armor. What kind of craftsmen did this?



D Letter Quest

Find the letter in this stained-glass window and record it on Activity Page 2.3.



77

- D [As time permits, remind students to find the hidden letter in this Letter Quest and record it on Activity Page 2.3.]

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapter.

1. *Inferential* What does *wayward* mean?

» *Wayward* means behaving in an unacceptable way.

Why did the author choose the word *wayward* to describe King John in the title?

» The author might have chosen *wayward* to describe King John in the title because King John took actions that both the Church and the nobles disagreed with. For example, he objected to some of the Church's decisions, he lost land to France, he taxed the people of England.

2. *Evaluative* Why is Magna Carta considered to be one of the most important documents in English history?

» It changed the balance of power in England by giving certain people rights, such as having a say in creating laws; it provided a basis for some ideas that were incorporated in the constitutions of modern democracies.

- Have students take home Activity Page 13.5 to read aloud to a family member. Explain that they are rereading this portion of the text for fluency, so they should read through it at least once from beginning to end without stopping.

Word Work: *Inevitable*

5 minutes

1. In the chapter, you read, "A major conflict was inevitable."
2. Say the word *inevitable* with me.
3. *Inevitable* means will happen and can't be stopped.
4. When you are learning to do something new, making mistakes is inevitable.
5. Can you think of some inevitable consequences of not getting enough sleep? Be sure to use the word *inevitable* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "If someone does not get enough sleep, it is inevitable that . . ."]
6. What part of speech is the word *inevitable*?
» adjective

[Use a *Sharing* activity for follow-up.] You will be working with a partner for this activity. Describe a situation to your partner in which there is a good chance something could go wrong. Your partner will respond by describing the inevitable consequences of that situation. For example, you might say, "carrying too many heavy books at one time." Your partner would say, "If I carry too many heavy books at one time, it is inevitable that I will drop one or more." Then switch roles.

Note

Question 2 relates to The Big Question of the chapter.

- **Support** Suggestions for students who need help thinking of a scenario:
 - forgetting to pack snacks for a trip
 - riding your bike on ice
 - trying to read when you are tired

WRITING

45 minutes

Draft a Persuasive Paragraph

Model Drafting a Persuasive Paragraph

15 minutes

- Remind students of the structure of a persuasive paragraph. Tell students they can use the Structure of a Persuasive Paragraph Chart on Activity Page 13.2 as a checklist to make sure they have included all of the components of a persuasive paragraph.
- Model how to incorporate all of the pieces of a persuasive paragraph about lords onto Activity Page 13.2, by first copying your topic sentence, which states your opinion. Tell students they can use the sentence starter at the top of Activity Page 10.3.
 - **Challenge** For students who need an extra challenge, have them create their own topic opinion sentence—as long as it states who they would choose to be, introduces the setting of the Middle Ages, and is a complete sentence.
- Explain that there are a few more things to consider including in their persuasive paragraph. Transition words and phrases are helpful for making sentences flow nicely in a paragraph. Explain that it is important to vary how each sentence in a paragraph starts so the reader does not lose interest. Refer to the transition words or phrases on the board/chart paper:

In addition,
First of all,
Second of all,
Lastly,
Finally,

- Tell students that after they draft their paragraph, they should consider where to add transition words and phrases such as the ones you listed on the board/chart paper.

Materials

- Activity Pages 2.6, 8.1, 10.3, 13.2
- Lords and Serfs Graphic Organizer
- Pro Chart
- Structure of a Persuasive Paragraph Poster
- Planning a Persuasive Paragraph Poster
- Draft Persuasive Paragraph Example

- Then, remind students that a concluding sentence retells the opinion sentence in a different way. The concluding sentence is the writer’s last chance to convince readers that they should have the same opinion as the writer.
- Tell students they should also include a title for their paragraph. The title can simply state what the paragraph is about, or it can be more creative. Show students how to center the title and write it in quotation marks above the paragraph. Examples of titles might be, “Lords Reign During the Middle Ages” or “Best to Be a Lord During the Middle Ages.”
- Share the Draft Persuasive Paragraph Example you prepared in advance, noting that it has a topic sentence, reasons, transition words and phrases, and a concluding sentence.

“Lords Reign During the Middle Ages”

If I lived during the Middle Ages, I would choose to be a lord. First of all, I would choose to be a lord because the lord was in control of the land and people around him. In addition, the lord taxed the serfs and townspeople and used this money to build his castle, organize his army of knights, and protect the land that belonged to him. Lastly, lords also enjoyed privileges that other groups did not during the Middle Ages, such as learning to read and write and playing musical instruments. It would be best to be a lord during the Middle Ages because lords were on top.

Practice Drafting a Persuasive Paragraph

30 minutes

- Have students work independently to use their notes to draft their opinion paragraphs on Activity Page 13.2. Suggest that they leave the first line on the activity page blank so that when they finish their paragraph, they can add a title. Remind students to add transition words or phrases to the beginning of one or two of their reason sentences.
 - **Support** For students who need extra support, you may choose to work with a small group of students in order to guide them in using their activity page resources to draft their opinion paragraph.

Wrap-Up

- Have students share the transition words or phrases that they used in their paragraphs with a partner.
- Briefly review both the Persuasive Paragraph Rubric (Activity Page 13.3), and the Editing Checklist (Activity Page 13.4). Tell students to finish writing their persuasive paragraph on Activity Page 13.2 for homework, checking and revising their work by referring to Activity Pages 13.3 and 13.4.
- Students should finish Activity Page 13.2 for homework.

Note

During all classroom writing tasks, please encourage students to generate logical, defensible spellings based on code knowledge, rather than guessing. Students should refer to the Individual Code Chart (located in the Yearlong Teacher Resources and in Student Resources in the Activity Book), which lists spellings for each sound in the English language in order from most frequently used spelling to the least frequently used spelling.

TAKE-HOME MATERIAL

Reading; Writing

- Have students take home Activity Page 13.2 to complete using Activity Pages 13.3 and 13.4, and Activity Page 13.5 to read to a family member at least once from beginning to end without stopping to build fluency.
- Tell students to be certain to bring back Activity Pages 13.2, 13.3, and 13.4 tomorrow, as you will be collecting them.

Materials

Activity Pages 13.2–13.5

Lesson 14

Unit 2: The Middle Ages

CORE CONTENT OBJECTIVES

Students will:

- ✓ Explain the importance of the Hundred Years’ War
- ✓ Describe the unique contributions Joan of Arc made to the Hundred Years’ War
- ✓ Explain the cause and consequences of the plague in Europe in the Middle Ages
- ✓ Identify the Middle Ages as a time of transformation

| LESSON AT A GLANCE | TIME | MATERIALS |
|---|---------|---|
| Reading | | |
| Small Group: Chapter 9 “A Changing World” | 40 min. | <i>Knights, Castles, and Chivalry</i> ; Activity Pages 2.3, 14.1, 14.2; Important Events and Developments Chart |
| Word Work: <i>Indeed</i> | 5 min. | |
| Grammar | | |
| Practice Parts of Speech, Subject, and Predicate | 15 min. | Subjects and Predicates Poster; Activity Page 14.3 |
| Morphology | | |
| Practice Root <i>arch</i> | 15 min. | Activity Pages 11.3, 14.4 |
| Spelling | | |
| Practice Spelling Words | 15 min. | Activity Pages 14.5, SR.1 |
| Take-Home Material | | |
| Reading | * | Activity Page 14.6 |

Reading: By the end of this lesson, students will be able to identify key events or developments during the Middle Ages that still affect our lives today.

Grammar: By the end of this lesson, students will have gained additional practice identifying parts of speech, subjects, and predicates in sentences.

Morphology: By the end of this lesson, students will be able to correctly use words with the root *arch* in sentences.

Spelling: By the end of this lesson, students will have gained additional practice spelling targeted words.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you can access a digital version of this and The Big Question in the digital components for this unit.

Read carefully to learn what ideas, events, and decisions made during the Middle Ages still affect our lives today.

- Prepare an enlarged version of the Important Events and Developments Chart on Activity Page 14.2 for students to view. Student responses during the Wrap Up section will be recorded on this chart. Alternatively, you can access a digital version in the digital components for this unit.

| Middle Ages Event or Development | One Impact of Event or Development |
|--------------------------------------|------------------------------------|
| feudal system | |
| knights and castles | |
| growth of towns and the middle class | |
| Battle of Hastings | |
| Magna Carta | |
| weapons | |
| inventions | |

Grammar

- Display the Subjects and Predicates Poster from Lesson 11.
- Write the following sentences on the board/chart paper:

King John taxed nobles and wealthy merchants heavily.

The plague spread quickly through dirty towns and cities.

Writing

- Collect Activity Pages 13.2, 13.3, and 13.4 to review and evaluate students’ paragraphs, using and marking the Persuasive Paragraph Rubric (Activity Page 13.3) and Editing Checklist (Activity Page 13.4). You will share this feedback with students during the Pausing Point.

Materials

- *Knights, Castles, and Chivalry*
- Activity Pages 2.3, 14.1, 14.2

READING

45 minutes

Small Group: Chapter 9 “A Changing World”

40 minutes

Review

5 minutes

- Remind students that they have been learning many facts about the Middle Ages.
- Ask students the following questions to review what they have learned:
 - The Middle Ages started around the time an important empire fell apart. What empire was that?
 - » the Roman Empire
 - Who was more powerful in the feudal system, a lord or a serf?
 - » a lord
 - Why were there castles and knights during the Middle Ages?
 - » Both provided protection during a time when there were many wars, rebellions, and uprisings.
 - Why was the growth of towns such an important development during the Middle Ages?
 - » It fueled the growth of the middle class, and it helped to change the feudal system.
 - What was the pope the head of, that was very powerful in Europe during the Middle Ages?
 - » the Christian Church
 - What important changes did King Henry II make to the legal system during his reign?
 - » He made the legal system fairer and he created a new court system in which judges would go out into the countryside to hear cases.
 - Why was Magna Carta so important?
 - » It was an early document limiting the power of kings and giving more power to people.

Introduce the Chapter

5 minutes

- Tell students they will read Chapter 9, “A Changing World.”
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter to follow along as you read the text aloud.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *encounter*.

- Have them find the word on page 78 of the Reader. Explain that each word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *encounter*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 14.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **encounter, *n.*** an unexpected and difficult meeting (**encounters**) (78)
2. **truce, *n.*** an agreement to stop fighting (**truces**) (78)
3. **negotiation, *n.*** a conversation between people trying to reach an agreement (**negotiations**) (78)
4. **mighty, *adj.*** having great size or strength (79)
5. **indeed, *adv.*** without any question (79)
6. **pestilence, *n.*** a deadly disease (83)
7. **perish, *v.*** to die or be destroyed (**perished**) (83)
8. **multitude, *n.*** a large number of things or people (83)
9. **unravel, *v.*** to come undone or fall apart (85)

| Vocabulary Chart for Chapter 9 “A Changing World” | | |
|---|---------------------------------|---|
| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
| Core Vocabulary | pestilence | encounter truce negotiation mighty indeed perish multitude unravel |
| Spanish Cognates for Core Vocabulary | pestilencia | encuentro negociación multitud |
| Multiple-Meaning Core Vocabulary Words | | |
| Sayings and Phrases | without a doubt | |

- Read the purpose for reading from the board/chart paper.

Read carefully to learn what ideas, events, and decisions made during the Middle Ages still affect our lives today.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

How are our lives today affected by things people created or invented during the Middle Ages?

Establish Small Groups

Before reading the chapter, divide students into two groups using the following guidelines:

✪ **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students may complete Activity Page 14.2 with your support after reading.

✪ **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete Activity Page 14.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 14.2 correctly. You may choose to do one of the following to address this:

- collect the pages and correct them individually
- provide an answer key to students to check their own or a partner's work after they have completed the activity page
- confer with students individually or as a group at a later time

Over the course of the year, students may change groups, depending on individual students' needs.

Read "A Changing World"

20 minutes

- The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.
- Remind students, particularly those in Small Group 2, that if they complete the reading and Activity Page 14.2 before you call the class back together, they may research the answers to the Medieval Musings on page 86 of the Reader, as well as any other Medieval Musings in previous chapters. They may also do the Letter Quest activity on page 87 and record their answer on Activity Page 2.3.

A Inferential [Refer to the four small images next to the first paragraph.] What does each image have to do with the Middle Ages?

» The rat indicates that the Black Death started with fleas that lived on rats; the castle indicates that there was a need for protection and castles were built to fulfill this need; the cross indicates that the Christian Church was very powerful in Europe in the Middle Ages; and the jester's hat indicates that court jesters entertained privileged people during the Middle Ages.

B [Have students read the text on pages 78 and 79.]

Chapter 9

A Changing World

THE BIG QUESTION

How are our lives today affected by things people created or invented during the Middle Ages?

B The Middle Ages lasted for more than a thousand years. Wars occurred, kings and queens ruled, and a deadly disease killed one-third of the population of Europe. People lived their lives, seasons came and went, and history was made. Those days are long gone, but the people who lived long ago have touched our lives. Many ideas, laws, inventions, and important decisions made in the Middle Ages still affect our lives today.

A

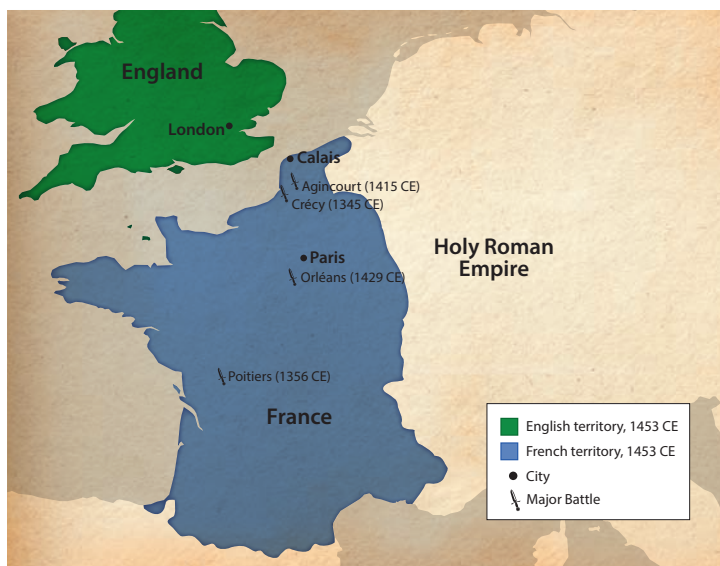


Certain key events helped define the Middle Ages. You have already heard about many of them. The Hundred Years' War is another. This war began when one man claimed to be the true king of another land. This time it was the English king, Edward III, the great-great-grandson of King John. He claimed to be the rightful king of France.



Scene from Hundred Years' War

The Hundred Years' War was not one war, but rather a series of military **encounters** that began in 1337 and ended in 1453 CE. Between the battles and sieges were **truces** and **negotiations**, and periods of peace.



The outcome of the Hundred Years' War was that France held onto a great deal of land.

When this war began, France was probably the most powerful kingdom in Europe. People did not expect this war to last long. The English, however, made good use of their skillful archers. Many of these archers used longbows. This powerful weapon helped the English archers defeat the French knights on the battlefields of France. One good example was the famous battle of Agincourt. On October 25, 1415 CE, a **mighty** French army faced a much smaller English army. The English archers with their longbows could not be overpowered by the French soldiers. **C**

Although this was **indeed** a great victory for the English, France won the war in the end. They held onto almost all of the lands that the English had hoped to control. Out of wars such as this one, a stronger sense of nationalism developed. People fought and died for their king **D** and for the land they belonged to.

79

- C** *Evaluative* Do you think the *Hundred Years' War* is a good name for this conflict between England and France? Why or why not? Be sure to support your answer with evidence from the text.
- » No, because it was not a single war but a series of several military encounters.
- D** A *sense of nationalism* means that people felt pride in, and loyalty to, their country.

A [Have students read the text on pages 80 and 81.]

B Inferential Was Joan of Arc's family wealthy or poor? How do you know?

- » poor; The text says she came from a peasant family and lived a simple life. She did not go to school and never learned to read or write.

Joan of Arc **A**



Portrait of Joan of Arc from the 1400s

When Joan was 13 years old, she began to have visions and to hear voices. Joan believed that God was speaking to her. These experiences continued for several years. When Joan was 17 years old, the English burned her village of Domrémy. Joan heard the voices again. This time she believed that God was telling her to lead the soldiers of France to victory against the English.

France won the Hundred Years' War. This might not have happened if it had not been for the bravery of a young girl. Her name was Joan of Arc and this is her story.

Joan was born into a peasant family in eastern France in 1412 CE. She lived a simple life. She did not go to school and never learned to read or write. During her childhood, the Hundred Years' War was raging. The mighty French army had not been able to defeat the English. This war caused hardship and poverty in France. **B**



Joan riding into battle



Joan of Arc entering town of Orléans

Joan traveled to a nearby town. There she told the governor of the town that she had a message for the dauphin. The dauphin was next in line to the French throne. Incredibly, the governor agreed to allow Joan

to speak to the

dauphin. Joan convinced the dauphin to give her a sword, a horse, and some soldiers. She was able to free the town of Orléans from English control and helped to ensure that the dauphin was crowned King Charles VII.

C D

But in another battle, Joan was captured by the English. She was accused of being a heretic and was found guilty in a trial. As a punishment, she was put to death.



Joan was captured by the English army.

E

C *Literal* Who was the dauphin?

» The dauphin was next in line to be the ruler of France.

D The word *incredibly* means “in an amazing way,” so it was amazing that a young peasant girl was given permission to speak with someone in such a powerful position.

E You read the word *heretic* in an earlier chapter, which means someone who disagrees with the teachings of the Church.

A [Have students read the text on pages 82 and 83.]

B *One-third* means that about one out of every three people in Europe died during the first outbreak of the plague.

C *Inferential* Why would the spread of the plague have caused terror in Europe during this time?

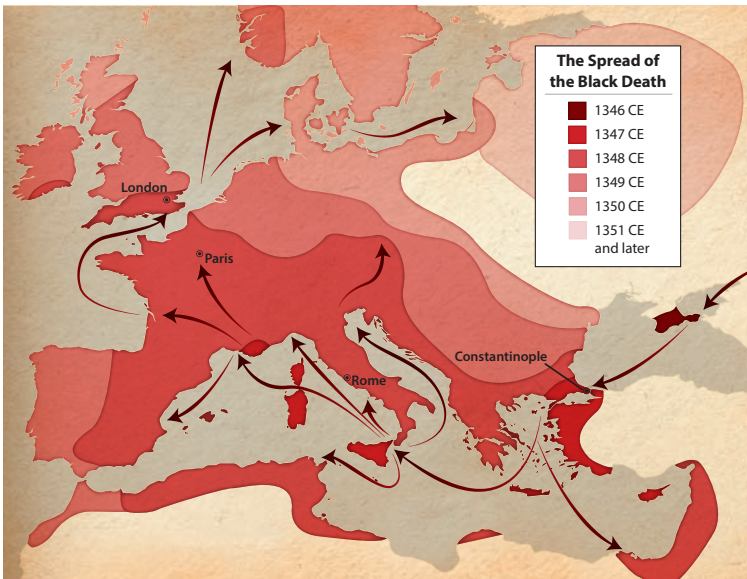
» It affected people of all classes, it spread quickly, and it caused many deaths.

The Black Death **A**

Some historians have concluded that traders who had been trading in the Middle East brought the plague to Europe. This first outbreak in the 600s was the most terrible of all. It is estimated that at least one-third of the population of Europe died during this outbreak. The plague existed throughout much of Europe, but it arrived in England in 1348 CE. This terrible disease created a sense of terror. It spread throughout England and eventually made its way into Wales, Scotland, and Ireland. Carried by infected fleas that lived on rodents, it spread quickly through the dirty towns and cities. It affected every level of society. Nobles as well as serfs were struck down by this terrible disease. The plague returned at least eight times in the 1300s, and another 14 times in the 1400s.

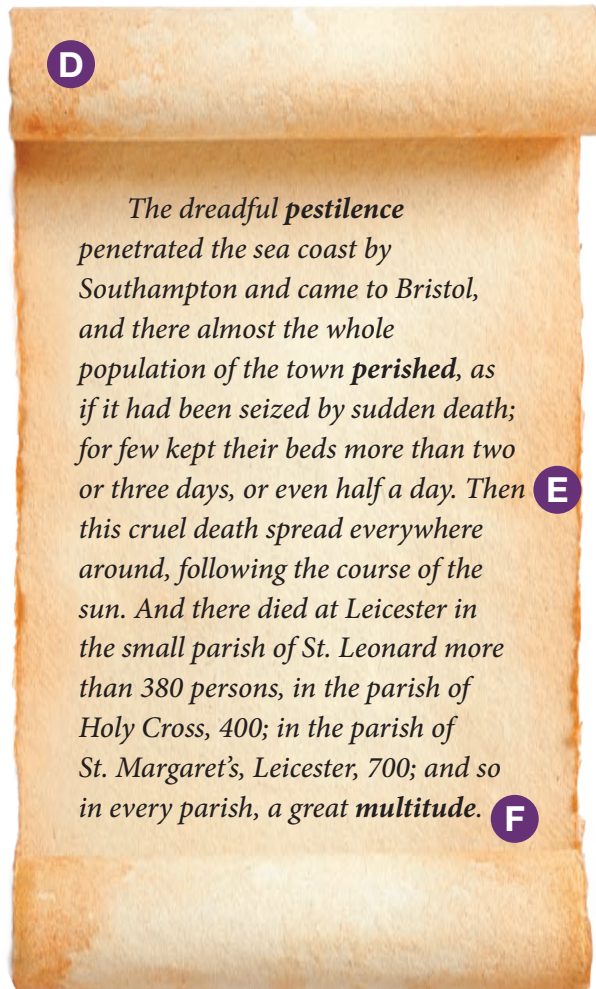
B

C



Spread of the Black Death

The following account of the plague was written down by a man named Henry Knighton. Henry Knighton was a canon, or member of the church, in Leicester, England. This is what he said in 1348 CE:



83

- D** The text in the scroll is a primary source document. A primary source is one that was created during the time period being studied. Often, a primary source is something written or created by someone who had firsthand, or personal, experience with the event or time period being described. Primary source documents such as these are used by historians to determine what happened in the past.
- E Inferential** What does the word *perished* mean in this context?
- » died
- F Inferential** Did the author of this primary source document, Henry Knighton, believe the number of people who died from the plague was small or large? How do you know?
- » He believed the number was large because he used the word *multitude* to describe the number who perished.

A [Have students read pages 84 and 85.]

B *Literal* How did fighting in wars change during the Middle Ages?

- » Cannons and firearms made war even more deadly than skilled archers and mounted knights.

All Kinds of Changes **A**

People fought wars differently by the end of the Middle Ages than they had earlier. Cannons and firearms changed what happened on the battlefields of Europe. Skilled archers and mounted knights were no match for such devastating weapons. The machinery of war was changing and becoming even more deadly. **B**



Cannons used during the siege of Orléans

84

Another significant occurrence in the Middle Ages was the growth of towns and cities. This development transformed European society. As more and more people moved from the countryside to seek employment elsewhere, the lord's role changed. Over time, townspeople were no longer subject to his authority. The ties of feudalism began to **unravel**.

In addition, exploration and trade opened people's eyes to other places, ideas, and cultures. The invention of the compass and a navigational tool called the astrolabe enabled sailors to embark on even more daring voyages.



An astrolabe from the 1400s



Printing press from 1498 CE

The invention of the printing press in 1450 CE, without a doubt, transformed European society. The ability to produce books, pamphlets, and newspapers helped to spread knowledge and new ideas. Books, once a luxury, gradually became more affordable. The desire and need to know how to read and write grew among different social groups.



C *Literal* What were some other changes that took place during the Middle Ages?

- » growth of towns; feudalism ties unraveled; invention of better navigational tools made travel easier and safer; printing press helped spread knowledge more quickly

A [As time permits, have students conduct research, independently or in small groups, to answer the questions in Medieval Musings.]

A Medieval Musings

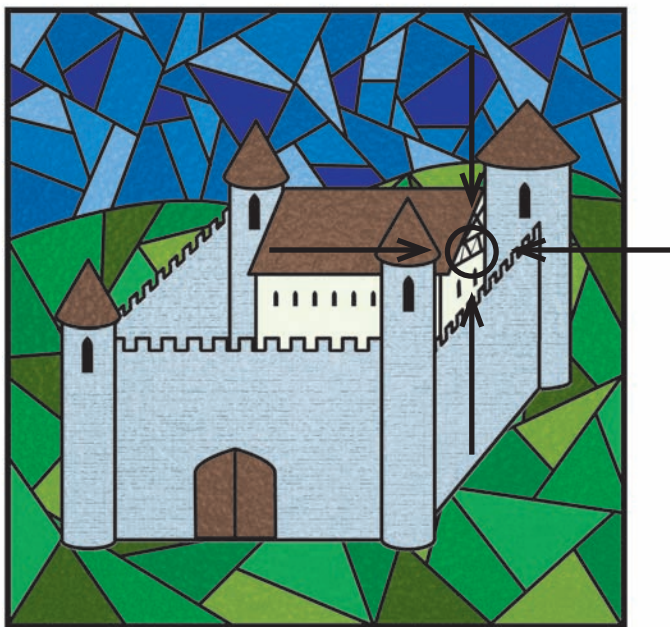
1. Many people in the Middle Ages believed that something that one of your senses could detect caused the plague and other diseases. What was it?



Medieval illustration of priest blessing victims of disease

B Letter Quest

Look for the last letter in this stained-glass window and record it on Activity Page 2.3. Now you have all the letters which, if put in the correct order, spell out something that relates to the Middle Ages. Do you know what it is?



87

- B** [Remind students to search for the hidden letter in the stained-glass window at the end of each chapter, record them on Activity Page 2.3, and rearrange the letters to form a word relating to the Middle Ages.]

Note

The Wrap Up activity relates to The Big Question for the chapter.

Note

Students in Small Group 2 may have already recorded answers on Activity Page 14.2. Ask them to double-check their answers compared to the answers you discuss as a whole group. Ask these students to revise and correct their answers as needed.

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Use the following question to discuss the chapter.

1. *Inferential* Reflect on what you learned about Joan of Arc. What made her such an important figure in the Hundred Years’ War?

» Answers may vary, but should include information from the text. Responses may include: she was female, which made her an unlikely soldier; she claimed to hear voices that told her to fight the English; she had significant victories such as the one at Orleans; and her contributions helped lead France to victory.

- Tell students they have learned a lot about the Middle Ages and it is important to summarize what they have learned and think about why these people, events, and ideas are important.
- Have students turn to Activity Page 14.2 and examine the chart. Note that the left column lists different things students learned about that were important in the Middle Ages. The right column is blank and students will record an impact of each event or development listed.
- Display the enlarged version of Activity Page 14.2. Complete each event or development one at a time, calling on a student to read it and then discuss what they have learned about the impact of this event or development. Record student answers on the enlarged version of the chart as students write their answers on Activity Page 14.2. Use the following chart as a guide to help students complete the chart.

| Middle Ages Event or Development | One Impact of Event or Development |
|--------------------------------------|--|
| feudal system | <i>uneven distribution of power and wealth</i> |
| knights and castles | <i>protection for some during a violent time</i> |
| growth of towns and the middle class | <i>many changes to the feudal system—power and wealth</i> |
| Battle of Hastings | <i>languages brought by Normans mixed with Old English, eventually leading to English we speak today</i> |
| Magna Carta | <i>ideas used by modern democracies, like the United States</i> |
| weapons | <i>changed how wars were fought</i> |
| inventions | <i>led to discovery, new knowledge</i> |

- After completing the chart, have students work independently to answer the last question on Activity Page 14.2.
- Have students take home Activity Page 14.6 to read aloud to a family member.

Word Work: *Indeed*

5 minutes

1. In the chapter you heard, “Although this was indeed a great victory for the English, France won the war in the end.”
2. Say the word *indeed* with me.
3. *Indeed* means without any question.
4. I stepped outside and found that the afternoon was indeed sunny and warm.
5. Think of something you are certain is true. Try to use the word *indeed* when you tell about it. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences.]
6. What part of speech is the word *indeed*?
» adverb

[Use a Synonyms activity for follow-up.] What are some synonyms, or words that have a similar meaning, of *indeed*? [Prompt students to think of words such as *certainly*, *really*, and *definitely*.] With your partner, create sentences using the synonyms you stated.

GRAMMAR

15 minutes

Practice Parts of Speech, Subject, and Predicate

- Review the definition of *noun* (both common and proper), *verb* (both action and linking), *adverb*, and *adjective* using the Subjects and Predicates Poster.
- Review the two parts of a sentence (subject and predicate). The subject describes who or what the sentence is about. The predicate tells what the subject is doing, did, or will do. Note that a verb often begins the predicate.
- Refer to the sentences you prepared in advance:

King John taxed nobles and wealthy merchants heavily.

The plague spread quickly through dirty towns and cities.

- Have students direct you to mark each sentence by drawing a vertical line between the subject and predicate and writing abbreviations above adverbs and adjectives (*adj.* for adjectives and *adv.* for adverbs), draw a wiggly line under verbs, and underline nouns. Then, have students identify which arrows you should add from adjectives to nouns and from adverbs to verbs.

Materials

- Subjects and Predicates Poster
- Activity Page 14.3

Materials

- Activity Pages 11.3, 14.4

Materials

- Activity Pages 14.5, SR.1

King John | taxed nobles and wealthy merchants heavily.

The plague | spread quickly through dirty towns and cities.

- Have students turn to Activity Page 14.3 and complete it independently.

MORPHOLOGY

15 minutes

Practice Root *arch*

- You may wish to review Activity Page 11.3 if you have not already done so.
- Explain that you will give students two word choices, each of which features the root *arch*. Then, you will read a statement and students must decide which word the statement demonstrates.
 - *Archrival* or *anarchy*? Every seat in the football stadium was filled because fans of each team wanted their team to win so badly. (*archrival*)
 - *Matriarch* or *patriarch*? The princess became queen of all the land. (*matriarch*)
 - *Anarchy* or *archbishop*? Henry II appointed Thomas Becket to be the most powerful church leader in England because he thought Thomas would support all of his decisions. (*archbishop*)
 - *Matriarch* or *monarchy*? The king had to act quickly to decide whether or not to send his country to war. (*monarchy*)
- Have students complete Activity Page 14.4 independently.

SPELLING

15 minutes

Practice Spelling Words

- Tell students they will practice writing the spelling words.
- Have students turn to Activity Page 14.5, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper from the first lesson.
- Have students read sentence number one silently and fill in the blank. After students complete number one, call on one student to read the sentence aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to ensure students understand why it is correct.
- Have students check their spelling with the spelling in the word bank at the top of the activity page, make corrections if needed, and then turn their page over.

- Have students say, spell, and say the word again with you without looking at their paper. Students may close their eyes, look up at the ceiling, or trace on the back of their paper with their finger to help them visualize the spelling as they spell with you.
- Turn the page over and repeat the steps for the remaining items.
- Complete the say, spell, say the word again step for the unused words: *nonverbal*, *unsettle*, *nonfiction*, *nonstop*, *unusual*, *nonissue*, and *nonsense*.
- Then, students may work independently to write their own sentences.
- Remind students to study the spelling words for the spelling assessment in the next lesson.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 14.6 to read aloud to a family member.

Materials

- Activity Page 14.6

Lesson 15

Unit 2: The Middle Ages

| LESSON AT A GLANCE | TIME | MATERIALS |
|-----------------------------|---------|---|
| Spelling | | |
| Assessment | 15 min. | Activity Page 15.1; pens |
| Unit Assessment | | |
| Unit Assessment | 75 min. | Student Assessment, Activity Pages 15.2, 15.3 |
| Optional Fluency Assessment | * | Student Assessment |

ADVANCE PREPARATION

Spelling

- Erase or cover the list of spelling words prior to the assessment.

Fluency (Optional)

- Determine how many students will be assessed for fluency, and make that number of copies of the Recording Copy of “Kings and Queens” and the Fluency Scoring Sheet.
- If students were assigned a selection from the *Fluency Supplement*, determine which students will read the selection aloud and when. See the introduction of the Unit 1 Teacher Guide for more information on using the *Fluency Supplement*.

Assessment

- Have students turn to Activity Page 15.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

| | |
|-----------------|---|
| 1. nonfiction | This book about the president is all true, which makes it <u>nonfiction</u> . |
| 2. entrust | Mom said she will <u>entrust</u> me to lock the door before we leave for vacation. |
| 3. unlikely | It's <u>unlikely</u> that we will go for a walk, because it's supposed to rain all day. |
| 4. nonsense | Wearing a wool coat and hat on a hot, humid day is <u>nonsense</u> . |
| 5. enjoy | I would <u>enjoy</u> chocolate cake because it is my favorite. |
| 6. unsuccessful | They boy was <u>unsuccessful</u> on the balance beam, fell off, and had to start again. |
| 7. unsettle | It will <u>unsettle</u> the hungry people if you tell them the food is running out. |
| 8. nonstop | She talked <u>nonstop</u> for the entire trip. |
| 9. unable | He had never been on a horse before and was <u>unable</u> to come along on the ride. |
| 10. unusual | I could not tell which animal was making the <u>unusual</u> sound coming from the barn. |
| 11. ensure | Take the gift to her yourself to <u>ensure</u> she gets it by tomorrow. |
| 12. nonissue | I just need a shirt that fits; the color is a <u>nonissue</u> . |
| 13. nonverbal | The collection of illustrations was a <u>nonverbal</u> way to tell the story. |
| 14. enclose | <u>Let's enclose</u> the yard with a fence so the dog doesn't run away. |
| 15. unrest | There was <u>unrest</u> among the students, because the teacher said there would be no recess that day. |

- After reading all of the words, review the list slowly, reading each word once more.
- Collect all spelling assessments to grade later. Use of the template provided at the end of this lesson is highly recommended to identify and analyze students' errors.

Materials

Activity Page 15.1

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data. Information about the Tens scoring system is found in the Yearlong Teacher Resources.

Materials

- Student Assessment
- Activity Pages 15.2, 15.3

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data. Information about the Tens scoring system is found in the Yearlong Teacher Resources.

UNIT ASSESSMENT

75 minutes

Unit Assessment

- Make sure each student has a copy of Activity Page 15.2. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections and answer questions about each. In the next sections, they will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

Reading Comprehension

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is an informational text that describes early types of castles in England and France. The second selection is a literary text told from the point of view of a boy serf.

These texts were created using guidance from the Common Core State Standards (CCSS) and recommendations from Student Achievement Partners (AchievetheCore.org). These texts are considered worthy of students' time to read and meet the expectations for text complexity at Grade 4. The texts feature core content and domain vocabulary from *The Middle Ages* unit that students can draw on in service of comprehending the text.

The questions pertaining to these texts are aligned to the CCSS and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general, the selected response items address Reading standards and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

Optional Fluency Assessment

You may wish to assess students’ fluency in reading using the selection “Kings and Queens.” Assessing fluency requires that you work one-on-one with individual students to administer the assessment. Because this assessment requires you to work with one student at a time, you may wish to administer it either while other students complete the unit assessment or at a different time while students read enrichment selections and complete accompanying activity pages. Alternately, you may have other time during the school day when you can administer this assessment as well.

Administration Instructions

- Turn to the student copy of “Kings and Queens” that follows these directions. This is the text students will read aloud. Turn to this copy each time you administer this assessment.
 - Call the student you will assess to come sit near you.
 - Explain that you are going to ask him or her to read a selection aloud and that you are going to take some notes as he or she reads. Also, explain that he or she should not rush but rather read at his or her regular pace.
 - Read the title of the selection aloud for the student, as the title is not part of the assessment.
 - Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy using the following guidelines:

| | |
|------------------------|---|
| Words read correctly | No mark is required. |
| Omissions | Draw a long dash above the word omitted. |
| Insertions | Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted. |
| Words read incorrectly | Write an “X” above the word. |
| Substitutions | Write the substitution above the word. |
| Self-corrected errors | Replace original error mark with an “SC.” |
| Teacher-supplied words | Write a “T” above the word (counts as an error). |

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.

- Assess the student's comprehension of the selection by asking him or her to respond orally to the following questions:

1. *Literal* What are two examples of royal things a king or queen might own?
» royal clothing or robes, a royal cup
2. *Literal* Who was permitted to use royal things?
» The king and queen and other members of the royal family
3. *Inferential* Name one benefit or advantage of being a king or queen?
» having the best of everything, best house, clothing or food; being able to make the rules or laws
4. *Inferential* Name one difficulty or disadvantage of being a king or queen?
» people asked kings and queens for money, advice or information; kings and queens had big jobs and had to make important decisions

- Repeat this process with additional students as needed. Scoring can be done later, provided you have kept running records and marked the last word students read after one minute has elapsed.

SPELLING ASSESSMENT ANALYSIS

Spelling Analysis Chart

[illegible]

- It may be helpful to refer back to the Pronunciation/Syllabication Chart.

| Word | CK Code | Syllabication |
|--------------|---------------------------|------------------------------|
| enclose | /en*kloez/ | closed * digraph |
| entrust | /en*trust/ | closed * closed |
| enjoy | /en*joi/ | closed * digraph |
| ensure | /en*sher/ | closed * r-controlled |
| nonfiction | /non*fik *shən/ | closed * closed * ə |
| nonissue | /non*ish *ue/ | closed * closed * digraph |
| nonsense | /non*sens/ | closed * closed |
| nonstop | /non*stop/ | closed * closed |
| nonverbal | /non*ver * bəl/ | closed * r-controlled * ə |
| unable | /un*ae *bəl/ | closed * open * ə |
| unlikely | /un*liek * lee/ | closed * digraph * open |
| unrest | /un*rest/ | closed * closed |
| unsettle | /un*set*əl/ | closed * closed * ə |
| unsuccessful | /un*suk *ses *fəl/ | closed * closed * closed * ə |
| unusual | /un*ue* zh <u>oo</u> *əl/ | closed * open * open * ə |

- Students may make the following errors:
 - *nonfiction*: using ‘k’ for /k/; using ‘shun’ for ‘tion’
 - *entrust*: using ‘in’ for /en/
 - *unlikely*: using ‘i’ for /ie/; using ‘lee’ for /lee/
 - *enjoy*: using ‘in’ for /en/; using ‘oi’ for /oi/
 - *unsuccessful*: using ‘c’ or ‘k’ for /k/
 - *unusual*: using ‘zh’ for /z//h/
 - *ensure*: using ‘in’ for /en/
 - *enclose*: using ‘in’ for /en/; using ‘o’ for ‘o_e’; using ‘z’ for ‘s’
 - *nonverbal*, *unable*, *unsettle*, *unusual*: using ‘u’ or another spelling for /ə/.
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to record the errors students make in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors in multisyllable words, but not single syllable words?

UNIT ASSESSMENT ANALYSIS

Quantitative and Qualitative Analysis of the Text

The texts used in the reading comprehension assessment, “Early Castles in England and France” (informational text) and “Harry’s Life” (literary text), have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity,” (CoreStandards.org/resources). Both selections fall within the Common Core 4th–5th Grade Band.

Reading Comprehension Item Annotations and Correct Answer and Distractor Rationales

*Note: To receive a point for a two-part question, students must correctly answer both parts of the question.

| Item | Correct Answer(s) | | Standards |
|---------------------------------|--|---------------------------------|--------------------------------|
| 1 <i>Inferential</i> | Answers may vary, but should include that castles were for protection, and William the Conqueror’s solders needed protection in rebellious regions where people did not like William the Conqueror or his solders being in charge. | | RI.4.1, RI.4.3, RI.4.4, RI.4.8 |
| 2–5 <i>Inferential</i> | Motte and Bailey Castle | Stone Castle | RI.4.1, RI.4.3, RI.4.4, RI.4.8 |
| 2 | wood | stone | |
| 3 | wooden steps or a ramp | drawbridge | |
| 4 | high wooden wall, two ditches | several outer stone walls, moat | |
| 5 | for protection, defense | for protection, defense | |
| 6 <i>Evaluative</i> | Answers may vary, but should include information about the same feature in both types of castles. | | RI.4.1, RI.4.3, RI.4.4, RI.4.8 |
| 7 <i>Literal</i> | B | | RI.4.1, RI.4.3, RI.4.4, RI.4.8 |
| 8 <i>Inferential</i> | C | | RI.4.1, RI.4.3, RI.4.4, RI.4.8 |
| *9 Part A <i>Inferential</i> | Answers may vary, but should include that the sun poured through the colorful stained-glass windows, meaning the light appeared in the church in the colors of the glass. | | RL.4.1, RL.4.4 |

| Item | Correct Answer(s) | | Standards |
|---------------------------------------|--|-----------------------------|-------------------|
| *9 Part B <i>Evaluative</i> | B | | RL.4.1, RL.4.4 |
| 10 <i>Inferential</i> | C | | RL.4.1, RL.4.4 |
| 11 <i>Literal</i> | Work for Lord Percy | Chores for the family | RL.4.1, RL.4.4 |
| | planting his crops | tending crops | |
| | tending his crops | feeding livestock | |
| | taking care of his livestock | gathering wood for the fire | |
| | | weaving, sewing, baking | |
| | | learning carpentry skills | |
| | | looking after the garden | |
| 12 <i>Evaluative</i> | Answers may vary. The similarities are tending crops and taking care of livestock. The differences are that for the family, they also gather wood for the fire, weave, sew, bake, learn carpentry skills, and look after the garden. | | RL.4.1, RL.4.4 |
| 13 <i>Inferential</i> | D | | RL.4.1, RL.4.4 |

Writing Prompt Scoring

14. The writing prompt addresses CCSS W.4.1, W.4.1a-d, W.4.4, L.4.1, and L.4.2a.

| Score | 4 | 3 | 2 | 1 |
|-----------------|---|---|--|--|
| Criteria | Opinion is clearly stated. Detail sentences support opinion with information from the text. Paragraph concludes by restating the opinion. Correct capitalization and punctuation are evident throughout. | Opinion is clearly stated. Detail sentences partially support the opinion. Some information from the text is included. Paragraph concludes but may not restate the opinion. Correct capitalization and punctuation are used in most places. | Opinion is not clearly stated. Only one detail sentence supports the opinion. Little information from the text is included. There is no conclusion to the paragraph. Capitalization and punctuation are not attended to. | Opinion is not clearly stated. There are not detail sentences to support the opinion. Information from the text is missing. There is no conclusion to the paragraph. Capitalization and punctuation are not attended to. |

Grammar and Morphology Answer Key

15. Nouns: *merchants, jobs, residents*
Adjectives: *new, new, town*
16. Nouns: *Church, role, lives, people*
Adjectives: *Christian, important, many*
17. Answers may vary, but must include *gathered* and *quickly*.
18. Answers may vary, but must include *speak* and *quietly*.
19. Subject: *English soldiers*
Predicate: *faced a well-equipped Norman army*.
20. Subject: *Magna Carta*
Predicate: *stated that the king must consult with others if he wanted to make new laws or raise taxes*.
21. Part A: A
Part B: D
22. nonverbal
23. B
24. Answers may vary, but must use the word *endangered* and demonstrate the word's meaning.
25. Part A: C
Part B: C

Optional Fluency Assessment

The following is the text students will read for the Optional Fluency Assessment, titled “Kings and Queens.” Turn to this copy of the selection each time you administer this assessment.

You will also find a Recording Copy of the text for doing a running record of oral reading for each student you assess. There is also a Fluency Scoring Sheet. Make as many copies of the Recording Copy and the Fluency Scoring Sheet as you need, having one for each student you assess.

Kings and Queens

Kings and queens were the most important and powerful people in their kingdoms. They had the best of everything. They had the best houses, the best clothing, and the best food. Kings did not have to say, “please” and “thank you.” They didn’t even have to dress themselves. Pretty much everything kings and queens used, touched, or owned was royal. The soft, fluffy robes a king wore were the royal robes. The cup he drank from was called the royal cup. And if it was royal, that meant that only someone in the royal family was allowed to use it.

A few hundred years ago, it might have been nice to be a king or queen ruling your own kingdom. You would have made all the rules and laws that people had to follow. However, being a king or a queen would have also been very difficult at times. Kings and queens had big jobs to do. For example, every day, people came to ask the kings and queens for money. People also came to ask the kings and queens for advice, or information. Kings and queens had to make important decisions about things that were happening in the kingdom.

Recording Copy

“Kings and Queens”

Kings and queens were the most important and powerful people 10
in their kingdoms. They had the best of everything. They had the best 23
houses, the best clothing, and the best food. Kings did not have to say, 37
“please” and “thank you.” They didn’t even have to dress themselves. 48
Pretty much everything kings and queens used, touched, or owned was 59
royal. The soft, fluffy robes a king wore were the royal robes. The cup 73
he drank from was called the royal cup. And if it was royal, that meant 88
that only someone in the royal family was allowed to use it. 100

A few hundred years ago, it might have been nice to be a king or 115
queen ruling your own kingdom. You would have made all the rules 127
and laws that people had to follow. However, being a king or a queen 141
would have also been very difficult at times. Kings and queens had 153
big jobs to do. For example, every day, people came to ask the kings 167
and queens for money. People also came to ask the kings and queens 180
for advice, or information. Kings and queens had to make important 191
decisions about things that were happening in the kingdom. 200

Word Count: 200

Fluency Scoring Sheet

| | | |
|-------|--|------------------------------------|
| | | Words Read in One Minute |
| _____ | | Uncorrected Mistakes in One Minute |
| <hr/> | | |
| | | W.C.P.M |

| W.C.P.M. | National Percentiles for Fall, Grade 4 |
|-------------------------------|---|
| 145 | 90th |
| 119 | 75th |
| 94 | 50th |
| 68 | 25th |
| 45 | 10th |
| Comprehension Total _____ / 5 | |

Guidelines for Fluency Assessment Scoring

To calculate a student’s W.C.P.M. (Words Correct Per Minute) score, use the information you wrote on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. Count Words Read in One Minute. This is the total number of words the student read or attempted to read in one minute. It includes words the student read correctly as well as words the student read incorrectly. Write the total in the box labeled Words Read in One Minute.
 2. Count the Uncorrected Mistakes in One Minute. You noted these on the Recording Copy. They include words read incorrectly, omissions, substitutions, and words you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the Fluency Scoring Sheet. (A mistake that the student self-corrects is not counted as a mistake.)
 3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from your Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 4 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student’s W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the fall of Grade 4, and a student scored 84 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

Oral Reading Fluency Norms for Grade 4 from Hasbrouck and Tindal (2006)

| Percentile | Fall W.C.P.M | Winter W.C.P.M. | Spring W.C.P.M |
|------------|--------------|-----------------|----------------|
| 90 | 145 | 166 | 180 |
| 75 | 119 | 139 | 152 |
| 50 | 94 | 112 | 123 |
| 25 | 68 | 87 | 98 |
| 10 | 45 | 61 | 72 |

Reference

Hasbrouck, Jan and Gerald A. Tindal. “Oral reading fluency norms: A valuable assessment tool for reading teachers.” *The Reading Teacher* 59 (2006): 636-644.

Pausing Point

Unit 2: The Middle Ages

Content Assessment

Use the first day of the Pausing Point to administer the assessment of content knowledge acquired by reading *Knights, Castles, and Chivalry*. Make sure each student has a copy of Activity Page PP.2. You may have collected this activity page from students at the beginning of the unit.

- Allow students as much time as they need to complete the assessment during the first Pausing Point day. In most cases, this assessment will take approximately 30 to 45 minutes.
- Tell students to read and answer the questions about what they have learned about the Middle Ages. Encourage students to do their best and review their work once they have finished.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually.
- Use the following Remediation and Enrichment suggestions to plan activities for the remainder of the first Pausing Point day.

Content Assessment Answer Key

| | |
|----------------------------|----------|
| 1. Part A: B Part B: C | 13. D |
| 2. manor | 14. C |
| 3. manor | 15. D |
| 4. medieval town | 16. c |
| 5. manor | 17. h |
| 6. medieval town | 18. g |
| 7. A | 19. e |
| 8. D | 20. f |
| 9. C | 21. a |
| 10. Part A: D Part B: D | 22. b |
| 11. C | 23. d |
| 12. 3, 1, 4, 2 | 24. A, D |
| | 25. C |

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data. Information about the Tens scoring system is found in the Yearlong Teacher Resources.

Pausing Point for Differentiation of Instruction

Please use the final four days of this unit (or three days if you chose to pause one day after Lesson 6) to address results of the Content Assessment, Unit Assessment (for reading comprehension; fluency, if applicable; grammar; and morphology), and Spelling Assessments. Use each student's scores on the Unit Assessment to determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

Remediation

Content

If students demonstrate a need for remediation on any of *The Middle Ages* content, refer to the Reader chapters covering that content. You may wish to reteach any such chapter as a teacher read-aloud, regardless of the type of reading lesson initially used for that chapter. Additionally, you should focus more heavily on the questions labeled Support in the Teacher Guide materials for that chapter.

Reading Comprehension

It is important to understand that poor performance on the Reading Comprehension section of the end of unit assessment may be attributable to any number of factors. To ascertain which remediation efforts will be most worthwhile, it is highly recommended that you ask any student who performed poorly on this section to read at least one of the assessment passages aloud to you orally, one on one. As the student reads, make note of any words the student struggles with or reads incorrectly. If the student occasionally misreads words in the text, analyze the types of errors in code knowledge and consult the CKLA *Decoding and Encoding Remediation Supplement*. This online publication provides further guidance in assessing, analyzing, and remediating specific decoding skills so that targeted remediation can be provided. If the student frequently misreads words in the text, this is indication of a more global decoding problem that may require further assessment and remediation by a reading specialist. The *Decoding and Encoding Remediation Supplement* can be accessed online at [ontheFourthGradeAncillaryMaterialsweb](https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fourth-grade/) page:

<https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fourth-grade/>.

If the student does not misread words, but reads haltingly, a lack of fluency may impede comprehension. Administer the optional fluency assessment to verify whether the student's reading rate is below the norm. If so, remediation efforts should be targeted at building fluency.

Once the student finishes reading the passage(s) aloud, ask the comprehension questions orally. Analyze whether the student makes errors on the same questions answered incorrectly on the written assessment, as well as the type of questions answered incorrectly. Are there particular types of questions the student is able to

answer correctly, while she has difficulty answering other types of questions? If so, guided rereading of specific chapters in a small group setting with other students who are struggling may be helpful. Choose chapters that were not already used for small group instruction and provide specific guidance as to how to use the text to arrive at the correct answer.

Also analyze whether there was a marked difference between the student's comprehension of the informational and literary passages. Good performance on the informational passage requires students to use the domain specific vocabulary and knowledge presented throughout the unit. Students who performed poorly on the informational passage may benefit from rereading chapters from the unit, with more intensive focus on the domain vocabulary.

Good performance on the literary passage of this assessment requires some knowledge of domain specific vocabulary from this unit (though not to the same extent as the informational passage), as well as general knowledge of Tier 2 and academic vocabulary. Students who performed poorly on the literary passage, but did well on the informational passage, may benefit from specific practice with Tier 2 and academic vocabulary.

Fluency

Students who struggle with fluency will benefit from having multiple opportunities to reread a particular text. If students demonstrate a need for remediation related to fluency, you may have them either reread selections from the Reader or choose an excerpt from the *Fluency Supplement*.

Grammar and Morphology

If students demonstrate a need for remediation in the foundational grammar and morphology skills required for the lessons in Grade 4, consult the CKLA Grade 3 Skills Strand materials for additional grammar and morphology lessons and activities. Alternatively, for students who demonstrate a general proficiency in grammar and morphology, but who demonstrate a need for remediation in connection with specific skills covered in *The Middle Ages*, you may provide more targeted remediation by reteaching only those lessons in this unit. See the additional Pausing Point Activity Book pages.

Spelling

If students demonstrate a need for remediation in spelling, but they exhibit general proficiency in code knowledge, have them use the Individual Code Chart to assist in spelling unfamiliar words, syllable by syllable.

If students exhibit specific code knowledge problems, as revealed by the spelling assessment analyses, they may benefit from remediation to target specific letter-sound correspondences. See the *Decoding and Encoding Remediation Supplement* online on the Fourth Grade Ancillary Materials page:

<https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fourth-grade/>.

Writing

- Use time during the Pausing Point to return Activity Page 13.2, the persuasive paragraph that each student completed for homework several days ago, along with the completed Persuasive Paragraph Rubric and Editing Checklist to all students. Meet briefly with individual students to discuss areas in which improvement is needed.
- You may wish to suggest that students needing more practice, write a new persuasive paragraph, choosing a different category from Activity Page 8.1 than the one they wrote about in Activity Page 13.2. Provide additional structure and guidance for students, making copies of both the Persuasive Paragraph Rubric and Editing Checklist available (see the Teacher Resources), as well as conducting over the shoulder conferences as students write.

Enrichment

If students have mastered the content and skills in *The Middle Ages* unit, their experience with the domain concepts may be enriched by the following activities:

- Students may read the enrichment selections contained in the Reader. Each selection contains an excerpt from Chaucer's *The Canterbury Tales*, both in the original Middle English and in modern English. Students will enjoy reading part of the introduction to *The Canterbury Tales* as well as part of "The Knight's Tale." The Activity Book contains activity pages that students can complete as they read these selections.
- If students did not have time to complete any of the Medieval Musings in the Reader, they may complete their research, using both Internet resources and books.
- Students may respond to any of the following writing prompts, conducting independent research necessary to support their response:
 - Robin Hood was considered by many English people to be a hero because . . .
 - Chartres Cathedral in France is a good example of medieval architecture because . . .

- If I lived in Europe during the Middle Ages, I would have preferred to have lived in a town/on a manor because . . .
- If I lived in Europe during the Middle Ages and attended a jousting match, I would see . . .
- Students may share, either with a small group or with the class, the writing they generated in this unit or in response to the writing prompts in this Enrichment section.

Teacher Resources

Unit 2: The Middle Ages

In this section, you will find:

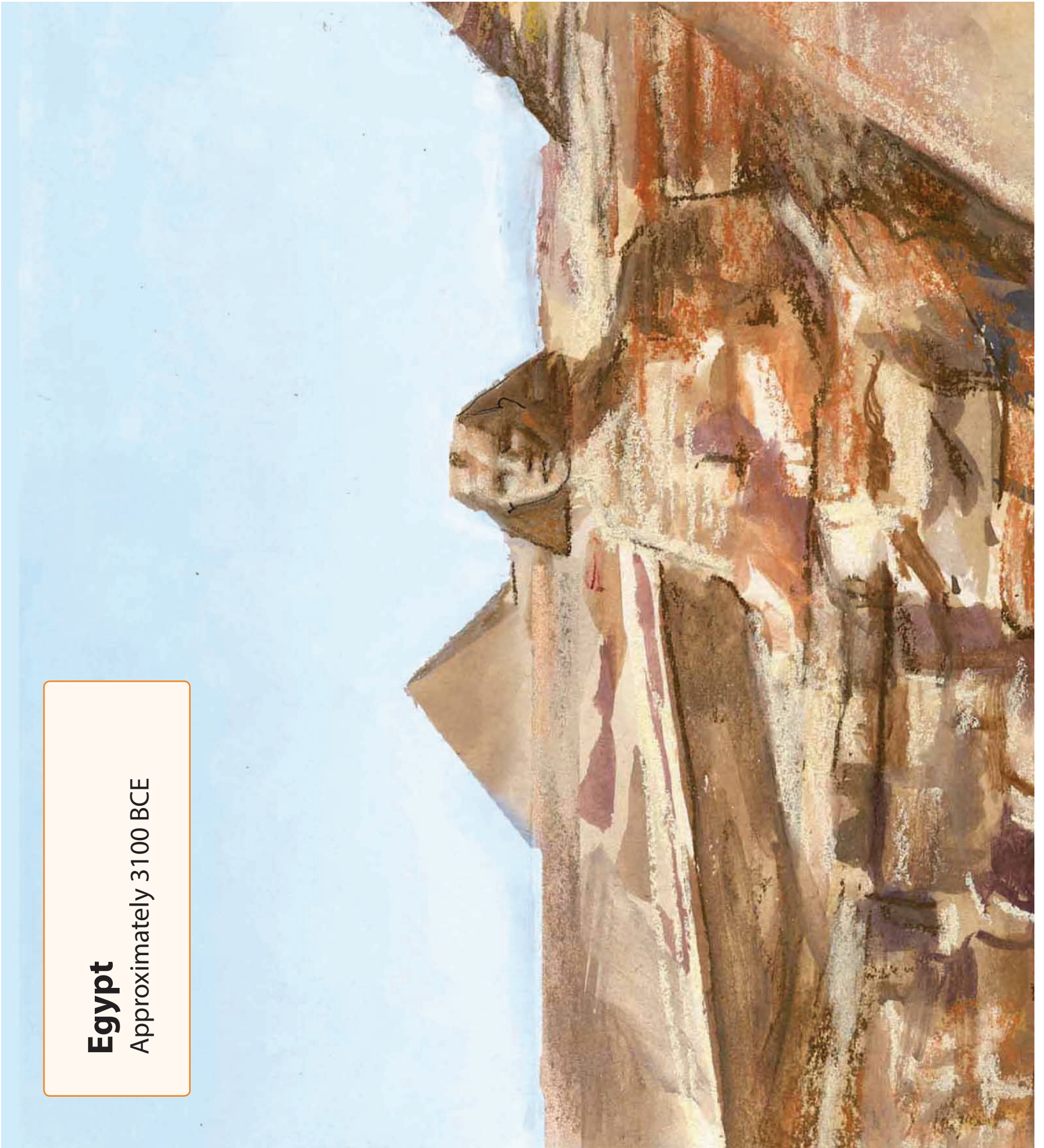
- Timeline Cards
- Glossary for *Knights, Castles, and Chivalry*
- Informative Paragraph Rubric
- Persuasive Paragraph Rubric
- Editing Checklist
- Medieval Musings Answer Key
- Resources for the Enrichment Selections in *Knights, Castles, and Chivalry*
- Activity Book Answer Key

Timeline Cards

The following four pages are the Timeline Cards for the Core Connections and Reading activities in Lesson 1.

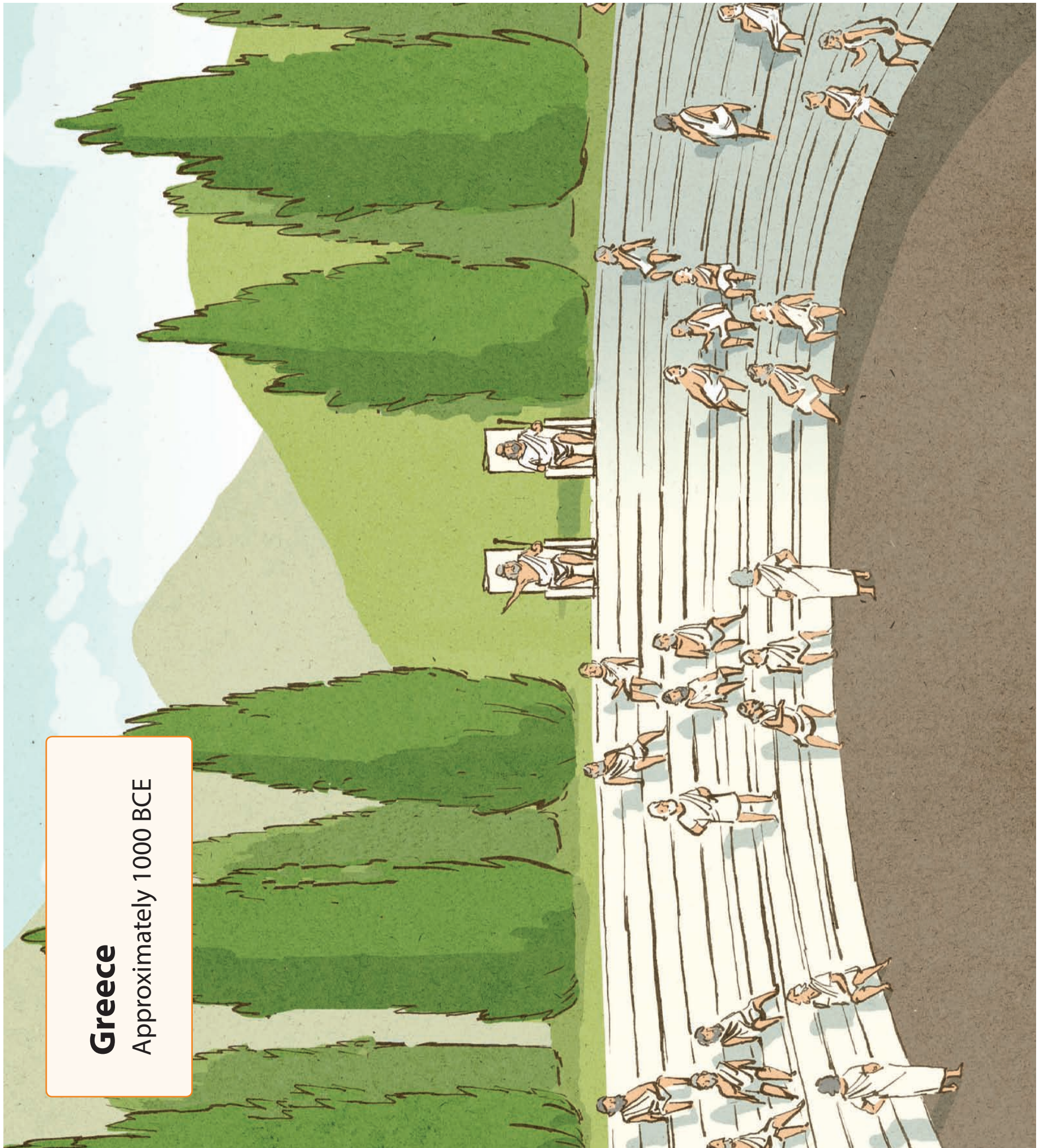
Egypt

Approximately 3100 BCE



Greece

Approximately 1000 BCE



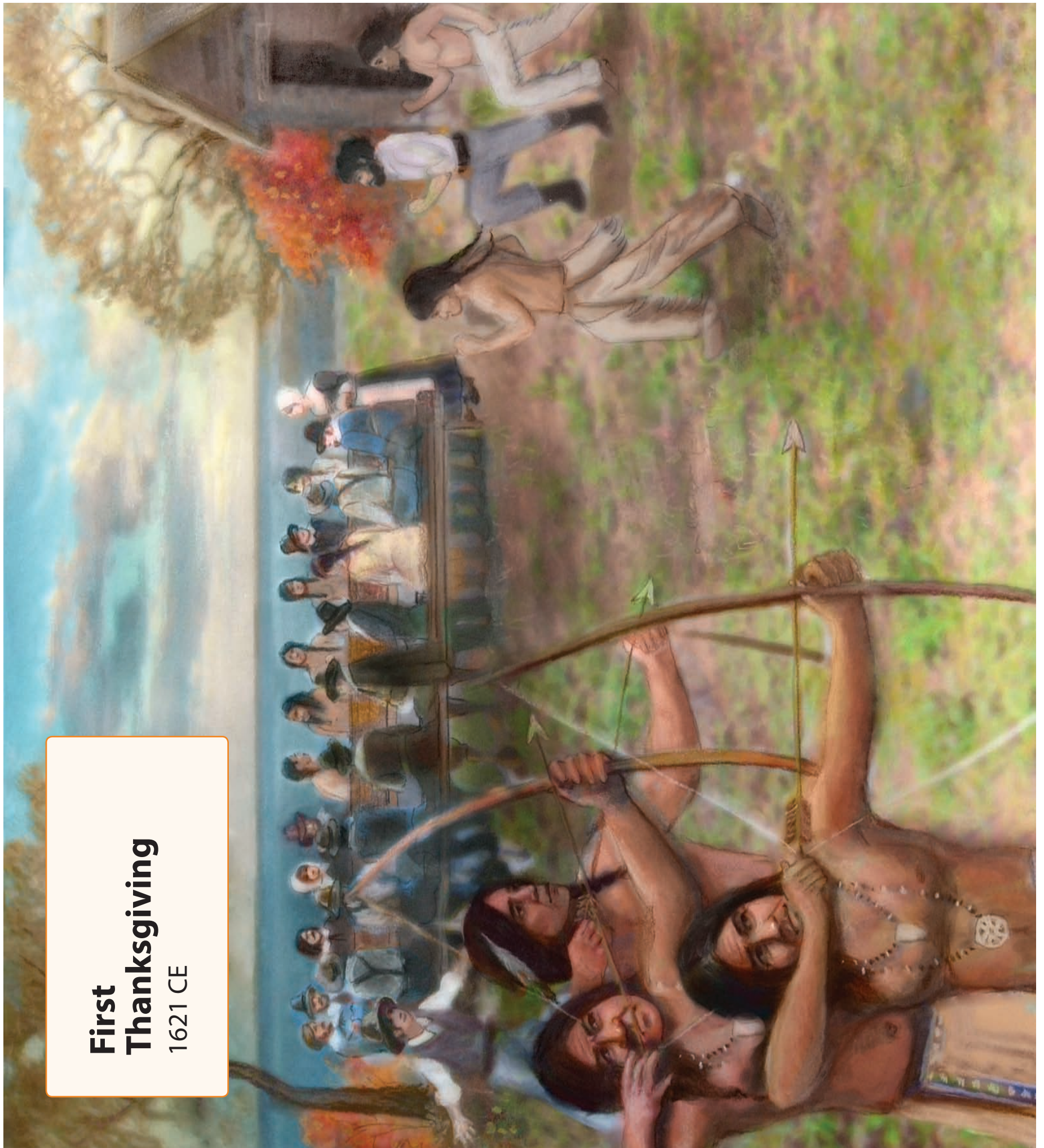
Rome

Approximately 750 BCE



First Thanksgiving

1621 CE



Glossary for *Knights, Castles, and Chivalry*

A

acquire, v. to get (**acquired**)

advise, v. to give a suggestion about how something should be done

ancestral, adj. related to a person's relatives from long ago

appoint, v. to choose someone to do a specific job (**appointed**)

apprentice, n. a person who learns a skill or trade by working with a skilled craftsman for a period of time, usually for no pay (**apprenticeship**)

armor, n. a protective metal covering used to keep a person safe from injury during battle (**armored**)

anchored, adj. strongly connected

aspiring, adj. hoping to be or become something

assassination, n. the act of killing a well-known or important person

B

ballad, n. a simple song, usually telling a story (**ballads**)

bear, v. to carry or include (**bears**)

C

chance, n. luck

coarse, adj. rough (**n. coarseness, adj. coarsest**)

coat of mail, n. armor, chainmail

commission, v. to request or order something be made or done (**commissioned**)

consult, v. to ask someone for advice or information

curfew, n. an order or a law requiring people to be in their homes at a certain time, usually at night

D

destined, adj. certain to become something or do something

determination, n. a quality that makes you keep trying to do something difficult

devote, v. to give time or attention to something (**devoted**)

devout, adj. extremely religious

dialect, n. a form of a language spoken in a particular area, including unique words and pronunciations (**dialects**)

dirk, n. a long knife

draw, v. to take something out of a container, pocket, or safe place (**drew**)

E

emblem, n. an image representing something

emerge, v. to become known or come into existence (**emerged**)

empire, n. a group of countries or regions controlled by one ruler or one government (**emperor**)

enclose, v. to surround; close in (**enclosed**)

encounter, n. an unexpected and difficult meeting (**encounters**)

esteemed, adj. highly regarded; admired

exquisite, adj. extremely beautiful

F

fast, v. to eat little or no food (**fasting**)

foe, n. enemy

fuel, v. to give strength to or cause something to happen (**fueled**)

H

hostelry, n. inn or hotel

humble, adj. not thinking you are better than others

humiliation, n. a feeling of embarrassment and shame

hustle and bustle, n. a great deal of activity and noise

I

indeed, *adv.* without any question

inevitable, *adj.* will happen and can't be stopped

infamous, *adj.* well-known for being bad

influential, *adj.* having power to change or affect important things or people

innocent, *adj.* not guilty of a crime or other bad act (**innocence**)

L

lady, *n.* a female member of the nobility

loot, *v.* to steal things by force, often after a war or destruction (**looted**)

lord, *n.* a man in the upper class who ruled over a large area of land

loyal, *adj.* showing complete faithfulness and support (**loyalty**)

M

mass, *adj.* widespread, or affecting many people

medieval, *adj.* of or relating to the Middle Ages

melody, *n.* song

merchant, *n.* someone who buys and sells things; the owner of a store (**merchants**)

mercilessly, *adv.* done with cruelty or harshness

mighty, *adj.* having great size or strength

multitude, *n.* a large number of things or people

N

negotiation, *n.* a conversation between people trying to reach an agreement (**negotiations**)

nevertheless, *adv.* in spite of what was just said, however

nobleman, *n.* a member of the highest social class (**noblemen**)

P

papacy, *n.* the office or the position of the pope

penetrate, *v.* to go through or into something

perish, *v.* to die or be destroyed (**perished**)

pestilence, *n.* a deadly disease

pilgrim, *n.* someone who travels for religious reasons (**pilgrims**)

privileged, *adj.* having more advantages, opportunities, or rights than most people

pursue, *v.* to follow to capture; try to accomplish (**pursued**)

R

ransom, *n.* money that is paid to free someone who was captured

reign, *n.* the time during which a king, queen, or other monarch rules a country

repute, *n.* the opinion generally held of someone or something

resistance, *n.* an effort made to stop or fight against someone or something

restore, *v.* to give back or put back into existence

retreat, *v.* to back away from danger (**retreated; retreats, *n.***)

rival, *adj.* competing

rose window, *n.* a circular stained-glass window in a church that contains a pattern near the center (**rose windows**)

S

sacred, *adj.* holy; deserving of special respect

scythe, *n.* a farming tool with a curved blade and long handle that is used to cut crops such as wheat, oats, rye, and barley

seize, *v.* to take

sheaf, *n.* a bundle with many of the same thing

shire, *n.* county

siege, *n.* a situation in which soldiers or police officers surround a city or building to try to take control of it

simplicity, *n.* the state of being uncomplicated and easy

spire, *n.* a tall, cone-shaped structure at the top of a building (**spires**)

succeed, *v.* to follow or replace someone in a position of power

sulk, *v.* to be angry or upset about something (**sulking**)

summon, *v.* to call or send for someone

T

tactic, *n.* planned action or method used to achieve a particular goal (**tactics**)

tavern, *n.* a place where people can get drinks and a meal, or sleep while traveling (**taverns**)

title, *n.* a name that describes a person's job or status

thrive, *v.* to grow and succeed

transform, *v.* to change something completely, usually in a positive way (**transforming**)

treason, *n.* the crime of being disloyal to one's country

truce, *n.* an agreement to stop fighting (**truces**)

U

unravel, *v.* to come undone or fall apart

unsettling, *adj.* makes people nervous, worried, or upset

V

valiant, *adj.* brave

W

worthy, *adj.* deserving (**worthiness**)

Informative Paragraph Rubric

| | Exemplary | Strong | Developing | Beginning |
|------------------------|---|--|--|---|
| Introduction | Sentence clearly expresses a big idea about the topic | Sentence states the topic | Sentence loosely relates to the topic | Sentence does not relate to the topic |
| Body | All details in supporting sentences are presented logically and incorporate vivid, "showing" language | Most details in supporting sentences are presented logically | Some details in supporting sentences are presented logically | Few or no details in supporting sentences are presented logically |
| Conclusion | Sentence restates the topic in a different way, leaving the reader with a BAM/zinger/ something memorable | Sentence restates the topic | Sentence loosely relates to the topic | Sentence does not relate to the topic |
| Structure of the piece | All facts relate closely to the topic | Most facts relate to the topic | Some facts relate to the topic | Few or no details relate to the topic |
| | All information has been paraphrased | Most information has been paraphrased | Some information has been paraphrased | Little or no information has been paraphrased |

Persuasive Paragraph Rubric

| | Exemplary | Strong | Developing | Beginning |
|------------------------|--|---|---|--|
| Introduction | Sentence clearly expresses an opinion in the student's own words | Sentence states an opinion | Sentence loosely expresses an opinion | Sentence does not state an opinion |
| Body | All details in supporting sentences provide reasons that reinforce the opinion and incorporate vivid, "showing" language | Most details in supporting sentences provide reasons that reinforce the opinion | Some details in supporting sentences provide reasons that reinforce the opinion | Few or no details in supporting sentences provide reasons that reinforce the opinion |
| Conclusion | Sentence clearly expresses an opinion in the student's own words | Sentence states an opinion | Sentence loosely expresses an opinion | Sentence does not state an opinion |
| Structure of the piece | Excellent transitions so that all supporting sentences flow smoothly | Some transitions between supporting sentences | A few transitions between supporting sentences | No transitions between supporting sentences |
| | All information has been paraphrased | Most information has been paraphrased | Some information has been paraphrased | Little or no information has been paraphrased |

Editing Checklist

| Editing Checklist | Notes |
|--|-------|
| MEANING | |
| Is correct grammar used? | |
| • Sentences are complete with subject and predicate. | |
| • Adjectives and adverbs are used correctly. | |
| Is vivid vocabulary used? | |
| • Sentences are “showing,” not “telling.” | |
| FORMAT | |
| Does the student use appropriate formatting for the piece of writing? | |
| • The paragraph is indented. | |
| • The paragraph has a title. | |
| CAPITALS | |
| Is capitalization appropriately applied? | |
| • All sentences begin with a capital letter. | |
| • All proper nouns are capitalized. | |
| SPELLING | |
| Are words spelled correctly? | |
| • Words using Core Knowledge Code are spelled appropriately. | |
| • Words from spelling and morphology lessons are spelled accurately. | |
| • The student has been supported in identifying other misspellings to be looked up in reference sources as needed. | |
| PUNCTUATION | |
| Is punctuation appropriately applied? | |
| • All sentences have appropriate ending punctuation. | |
| • Commas and quotation marks are used correctly for the ways they have been taught. | |

Medieval Musings Answer Key

| | | |
|--|--|--|
| Chapter 1: 1. Rosemary 2. Telescope 3. England | Chapter 4: 1. Ale or beer 2. Made shoes; made barrels | Chapter 7: 1. Vegetables, grains, and proteins 2. Barbers |
| Chapter 2: 1. Stale bread 2. Piggy bank 3. Chess | Chapter 5: 1. Quill pen made from a feather 2. Monks and nuns | Chapter 8: 1. Lackland 2. Armorer |
| Chapter 3: 1. Muskets 2. King | Chapter 6: 1. C 2. D 3. A 4. B | Chapter 9: 1. Odor |

Resources for Enrichment Selections in *Knights, Castles, and Chivalry*

The enrichment selections in *Knights, Castles, and Chivalry* are intended to be used at your discretion. They are intended to be read by more advanced readers, as they are more difficult to read and include more challenging vocabulary than Chapters 1–9. You may want to assign these chapters to students who need more challenging reading material. Activity Page E1.1 corresponds with “The Canterbury Tales Selection I” and Activity Page E2.1 corresponds with “The Canterbury Tales Selection II.” An introduction to the selections appears below, as well as in the Reader. Core vocabulary also listed for each selection. These words are bolded in the Reader and appear in the glossary.

Introduction to Chaucer and The Canterbury Tales

Geoffrey Chaucer was born in London, England, in either 1342 or 1343. He was the son of a wealthy wine merchant and lived a privileged life. Chaucer was well-educated. He could read and write, and he spoke Latin, French, and a form of English we now call Middle English. He was a skilled horseman and knew how to use a sword. As a teenager he served as a page in a royal household.

Chaucer had many rich and influential friends. As one example, his wife was a lady-in-waiting in the queen’s household. He was well-traveled. He fought in the Hundred Years’ War and was captured by the French. He lived through the years when the plague spread throughout Europe. Chaucer had several important jobs, including, at one point, being in charge of the Tower of London. However, people tend to think of him first as having been an extraordinarily talented poet.

During Chaucer’s lifetime, people in England spoke several languages and many dialects. Chaucer chose to write in Middle English but most people did not read his work. There are a number of reasons why most people did not read what Chaucer wrote. One reason is that most people could not read. Another reason people did not read what Chaucer wrote is that books were rare, hand-scribed luxury items. Instead, people listened to his poetry read aloud, and they came to like it.

The Canterbury Tales was Chaucer’s last work. In this work, a number of pilgrims travel together from London to the holy shrine of Thomas Becket, in Canterbury. Each pilgrim agrees to tell two tales on the way to Canterbury, and two on the way back to London. Chaucer introduces 29 pilgrims. The characters themselves are from every social class. Many of the tales are humorous, and they provide wonderful insight into life in the Middle Ages. The following translated excerpt is part of the introduction to *The Canterbury Tales*. The introduction is called the Prologue. In the Prologue, Chaucer introduces the characters who will tell their tales. In this excerpt, you will discover how the journey began. You will also meet a knight, a squire, and a yeoman, or farmer. Alongside this translation, you will also be able to view the original Middle English text. The English language has changed quite a lot since Chaucer’s time. However, it is still possible to read and understand many Middle English words.

The Canterbury Tales was so popular that several copies were written, some of which survived into the mid 1400s. Luckily in 1476, the first English printer, William Caxton, produced one of the first books ever printed in the English language—*The Canterbury Tales*. They were very popular at the time.

To gain the right feeling for *The Canterbury Tales*, it is important to understand that Chaucer read his poetry aloud. Therefore it is helpful to *hear* his work. As you read, try to hear the words in your head; or better still, read them aloud. To this day, *The Canterbury Tales* is regarded as one of the greatest works of English literature.

The following core vocabulary words are bolded in the selections and appear in the glossary. Remind students they can look up a word in the glossary if needed.

Core Vocabulary for “Chaucer Part I”

1.

dialect, *n.* a form of a language spoken in a particular area, including unique words and pronunciations (**dialects**) (88)
2.

melody, *n.* song (90)
3.

shire, *n.* county (90)
4.

hostelry, *n.* inn or hotel (92)
5.

devout, *adj.* extremely religious (92)
6.

chance, *n.* luck (92)
7.

nevertheless, *adv.* in spite of what was just said, however (94)

| Vocabulary Chart for “Chaucer, Part I” | | |
|---|---------------------------------|--|
| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
| Core Vocabulary | dialect shire hostelry | melody devout chance nevertheless |
| Spanish Cognates for Core Vocabulary | dialect hostelería | melodía devoto |
| Multiple-Meaning Core Vocabulary Words | | chance |
| Sayings and Phrases | | |

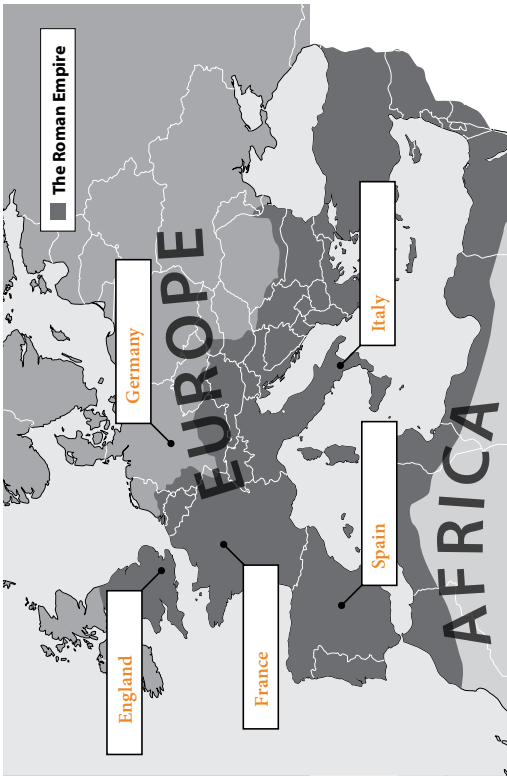
Core Vocabulary for “Chaucer Part II”

- 1. **worthy, *adj.*** deserving (**worthiness**) (96)
- 2. **valiant, *adj.*** brave (96)
- 3. **foe, *n.*** enemy (98)
- 4. **repute, *n.*** the opinion generally held of someone or something (98)
- 5. **coarse, *adj.*** rough (***n.* coarseness, *adj.* coarsest**) (98)
- 6. **coat of mail, *n.*** armor, chainmail (98)
- 7. **simplicity, *n.*** the state of being uncomplicated and easy (102)
- 8. **sheaf, *n.*** a bundle with many of the same thing (102)
- 9. **dirk, *n.*** a long knife (102)

| Vocabulary Chart for “Chaucer, Part II” | | |
|---|---------------------------------|--|
| Vocabulary Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
| Core Vocabulary | coat of mail sheaf dirk | worthy valiant foe repute coarse simplicity |
| Spanish Cognates for Core Vocabulary | cota de malla | valiente |
| Multiple-Meaning Core Vocabulary Words | | |
| Sayings and Phrases | | |

NAME: _____
DATE: _____

1.1 ACTIVITY PAGE



Core Knowledge Language Arts | Grade 4

Activity Book | Unit 2 1

NAME: _____
DATE: _____

1.3 ACTIVITY PAGE

Welcome to the Middle Ages

List important events that led to the Middle Ages. Identify the page(s) of the Reader where you found information about each event.

| Event | Page(s) |
|--|---------|
| • The Roman Empire grew too big for one emperor to rule, so it broke into two parts. | Page 3 |
| • Germanic tribes invaded parts of the Roman Empire, and the Huns pushed the Germanic tribes farther into the Western Roman Empire. | Page 4 |
| • Successful invasions by the barbarian tribes and the increasing power of the Christian Church | Page 5 |
| • Charlemagne's ideas about education, art, a system of government called feudalism, and paying people with land instead of money were major things that transformed Europe leading up to the Middle Ages. | Page 6 |
| • The Black Death, or plague, spread throughout Europe and killed one-third of the population of western Europe. | Page 8 |

Core Knowledge Language Arts | Grade 4

Activity Book | Unit 2 5

Answer the following questions on the lines provided. Remember to answer in complete sentences, using information from the text to support your answers.

1. Were people from different areas in the Middle Ages able to communicate easily with one another? Why or why not?

No. They were not able to communicate easily with one another
because people in different areas spoke different dialects.

Page(s) 6

2. Name three transforming events leading up to the Middle Ages in Europe.

The Roman Empire became too big for one emperor to rule and
it was invaded by Germanic tribes; the Church grew powerful;
Charlemagne made many changes; the Black Death killed many
people.

Page(s) 3, 4, 5, 6, 8

3. What was the Black Death or plague, and how did it start and spread during the Middle Ages?

It was a disease that was spread by infected fleas that lived on
rodents. It killed one-third of the population of western Europe.

Page(s) 8

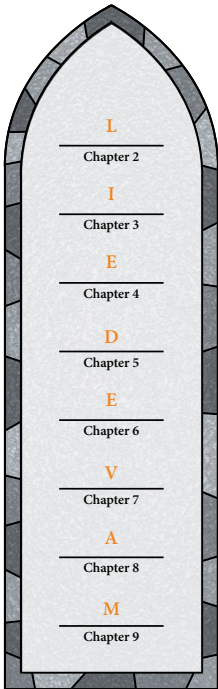
14 Unit 2 | Activity Book

Grade 4 | Core Knowledge Language Arts

NAME: _____
DATE: _____

2.3 ACTIVITY PAGE

The Middle Ages Letter Quest



Core Knowledge Language Arts | Grade 4

Activity Book | Unit 2 23

NAME: _____
DATE: _____

2.4 ACTIVITY PAGE

Nouns and Adjectives

Write n. above the nouns and adj. above the adjectives. Draw an arrow from each adjective to the noun it describes. The information following each sentence provides a clue about the number of nouns and adjectives you should find in each sentence.

- Example: The old, wise king speaks to his young son. (2 nouns; 3 adjectives)
1. Kings gave land to loyal lords. (3 nouns; 1 adjective)
2. People created impressive and inspiring architecture. (2 nouns; 2 adjectives)
3. Jesters entertained rich families. (2 nouns; 1 adjective)
4. Lords ate good food and lived in comfortable homes. (3 nouns; 2 adjectives)
5. Kings were challenged by power-hungry relatives and disloyal friends. (3 nouns; 2 adjectives)
6. Serfs lived their lives on small farms. (3 nouns; 1 adjective)
7. Children kept hungry birds away from growing crops. (3 nouns; 2 adjectives)
8. A good harvest is a joyful time of celebration. (3 nouns; 2 adjectives)
9. Young men tended to cows and pigs. (3 nouns; 1 adjective)
10. Starving serfs hunted in the royal forest. (2 nouns; 2 adjectives)

NAME: _____
DATE: _____

2.5 ACTIVITY PAGE

un- and non- Prefixes Meaning “not”

Write the correct word to complete each sentence.

| | | | |
|-----------|--------|----------------|-------------|
| uncommon | common | unequal | equal |
| nonverbal | verbal | nonthreatening | threatening |

1. Everyone in our classroom has a(n) common goal; we all want to learn new things about the world.
2. Animals love Vern because he speaks to them in a(n) nonthreatening voice and walks up to them very slowly.
3. My baby sister is nonverbal, as she cries to tell us what she needs rather than asking for things.
4. We always make sure to cut the cake into equal pieces so no one can brag that they received the biggest piece.
5. Sometimes teachers give verbal instructions where they say what to do; other times there are written instructions that we can read ourselves.
6. Kate and Max discovered something uncommon in the side of the cliff. It turned out to be a dinosaur bone! Now that is something you don't find every day!
7. “Those skies look threatening,” said the farmer, as he pointed to the dark clouds that looked like they would pour rain any second.

8. Write a sentence using the one word left in the box.

Answers may vary, but should be a complete sentence using the word unequal.

Challenge: Write a sentence using one of your own un- and non- words.

Answers may vary.

NAME: _____
DATE: _____

2.7 TAKE-HOME

If You Were a Boy Serf

Read the following excerpt from “To the Manor Born” aloud to a family member and complete the activity that follows.

From an early age, you work a full day. You wake up just before sunrise and go to sleep when it is dark. For breakfast, you have rye bread and water, or perhaps watery ale. Even before the sun is fully risen, and regardless of the weather, you begin your work on the land. In springtime, you are busy plowing and planting seeds. You help the sheep and cows deliver baby lambs and calves. At midday, you walk home for a simple meal of rye bread and maybe a small piece of cheese. After lunch, you return to work, cutting logs for the lord's fire.

In the summer months, you tend to the crops you planted in the spring. You keep the hungry birds and insects away from the growing crops.

Autumn, the time to harvest crops, is perhaps the busiest time of all. You help your mother and sisters pick fruits and berries, which they preserve and store for the winter. Using a simple tool called a **scythe**, you harvest grain crops such as wheat, oats, rye, and barley. You help store the grain. A good harvest makes everyone, especially the lord, very happy. It means there is food to eat during the winter months. A good harvest is a time of celebration for all.

Nevertheless, you have to get used to having less food to eat in the wintertime, and to feeling hungry and cold more often than not. At times, your parents find it difficult to make ends meet. Even if ice and snow lay upon the frozen earth, you still have jobs to do. You have to feed and care for the livestock. You repair fences and barns. All the while, you continue to work on your family's strips of land. Each evening as the sun is setting, you return home quite exhausted. You end your day with a meal called pottage that your mother or sisters have prepared. Pottage is a vegetable stew with grain and a tiny piece of meat or fish in it. After a good night's sleep, you will wake up and do it all again!

Write one sentence for each of the four images to describe what the serf might be doing in each image. Refer to the text, "If You Were a Boy Serf," to find evidence to support your response. Incorporate vocabulary words from the text when possible and use complete sentences.



In the spring, serfs plowed fields and planted seeds.



In the summer, serfs tended to the crops by protecting them from birds.



In the autumn, serfs harvested crops and stored the grains.



In the winter, serfs fed and cared for the livestock and repaired barns and fences.

NAME: _____
DATE: _____

Gloomy Castles and Jousting Knights

Answer each question thoughtfully, citing evidence from the text and page number(s) where you found evidence for each question. Answer in complete sentences and restate the question in your answer whenever possible.

1. Young men in the Middle Ages were often required to become foot soldiers or knights. What was happening in the Middle Ages that required young men to become fighters?

There were rivalries between nobles, wars with other nations, and violence between neighbors.

Page(s) 18

2. Describe two differences between foot soldiers and knights.

Foot soldiers did not fight on horseback; knights did. Most foot soldiers had padded coats; knights wore armor. Foot soldiers did not receive much training; knights were better trained.

Page(s) 19

3. What training did aspiring knights have to complete? How might each step of the training prepare them for knighthood?

They left home at an early age. This prepared them because it took many years to become a knight, so they had to start at an early age. They learned to use a sword, ride a horse, and wield a lance. They learned these basic skills to prepare them for more challenging skills. They learned to fight while riding a horse and carrying a heavier lance. This prepared them to fight like this when they became knights.

Page(s) 20

The following question has two parts. Answer Part A and then answer Part B.

4. Part A: You read that knights fought in jousting matches and that other people came to watch the matches. How did those spectators feel about attending the matches?
- A. Spectators didn't like watching the matches because they were so violent.
- B. Spectators didn't like going to the matches because they cost so much money.
- C. Spectators liked watching the matches because they were exciting events.
- D. Spectators liked going to the matches because they could earn a lot of money by attending.

NAME: _____
DATE: _____

Part B: Which statement from the text best supports the answer to Part A?

- A. "Knights could prove their strength and abilities by taking part in jousting matches."
- B. "Knights rode horses, wore full armor, and carried lances."
- C. "Those who took part in jousts did so to gain respect and possibly a generous prize."
- D. "For the privileged, attending the jousting matches was considered to be a day of excitement and entertainment."

Page(s) 22

5. On page 23, the text says, "Castles provided the inhabitants, or people who lived there, with a certain amount of protection from the enemy." Find three pieces of evidence from the text that demonstrate how a castle might protect its inhabitants from an enemy siege.

A castle had its own water supply; a drawbridge could be raised to prevent anyone from entering it; a moat made it difficult to get near the castle.

Page(s) 23

Challenge: Within feudal society, do you think knights were more loyal to lords or serfs? Explain your answer, using the word *because* to introduce reasons.

Answers may vary.

[illegible]

NAME: _____

DATE: _____

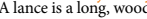

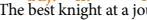

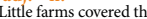
4.4

ACTIVITY PAGE

Practice Nouns and Adjectives

Write n. above the nouns and adj. above the adjectives. Draw an arrow from the adjective to the noun it describes.

Example: Soldiers^{n.} were padded^{adj.} coats^{n.} and carried^{adj.} sharp^{n.} daggers.

1. A lance is a long, wooden pole with a metal tip.

2. The best knight at a joust won an expensive diamond.

3. Little farms covered the royal land.

4. Castles were safe places to store food and weapons.

5. Traveling entertainers performed in the castle.


NAME: _____

DATE: _____

4.5

ACTIVITY PAGE

Practice Using Prefixes *un-* and *non-*

Write the best word to complete each sentence.

1. Please only take one piece of candy. Any more than that is _____.
(unfamiliar, familiar, unnecessary, necessary)
2. Stef is _____ because the rain cancelled her soccer game.
(unhappy, happy, unequal, equal)
3. We could tell the baby bird was scared so my dad spoke to it in a calm, _____ voice.
(nonessential, essential, nonthreatening, threatening)
4. In a library, it is best to communicate using _____ signals, because talking is not allowed.
(nonliving, living, nonverbal, verbal)
5. Paint used for bowls and cups must be _____ because the dishes must be safe for people to use for eating and drinking.
(nontoxic, toxic, nonessential, essential)
6. It is _____ that my mom lets us eat dessert before dinner!
(uncommon, common, unhappy, happy)

NAME: _____

DATE: _____

5.2

ACTIVITY PAGE

“Merchants, Markets, and Mud: Towns in the Middle Ages”

As you and your partner read Chapter 4, “Merchants, Markets, and Mud: Towns in the Middle Ages,” answer the following questions in complete sentences.

1. Where did most people live in the early part of the Middle Ages? Where did some people move between 1000 CE and 1300 CE?

In the early part of the Middle Ages, most people lived in the countryside. Between 1000 and 1300 CE, some people moved to towns.

Page(s) 30

2. How did trade change where and how people lived during the Middle Ages?

Trade fueled an increase in the number of people involved in commerce and living in towns.

Page(s) 30

3. As more people became involved in trade and commerce, what group grew in importance?

A middle class grew in importance.

Page(s) 30

4. What was the connection between towns in the Middle Ages and local lords?

Merchants and craftsmen usually paid lords. Many lords granted
towns special charters, giving townspeople the right to make their
own laws.

Page(s) 32

5. List at least two problems that emerged because of people moving into towns during the Middle Ages.

Disease spread because of rats and waste that was thrown into the
street, and fires broke out often and spread easily.

Page(s) 33

6. Put the following three steps into the order in which they take place: journeyman, master craftsman, apprentice

apprentice, journeyman, master craftsma

Page(s) 34, 35

NAME: _____
DATE: _____

The following question has two parts. Answer Part A, and then answer Part B.

7. **Part A:** You read that women in the Middle Ages had few legal rights. However, regardless of whether they were privileged or not, all women had a similar role. What role did all women share?
- A. All women could advise kings and princes.
 - B. All women could manage land.
 - C. All women joined the church and became nuns.
 - D.** All women managed their families' needs on a daily basis.

Part B: Which statement from the text best supports the answer to Part A?

- A. "However, a small number of women in positions of power had significant influence."
- B. "Women could become skilled in a particular craft."
- C. "Many women worked alongside their husbands in the fields."
- D.** "Regardless of whether they were part of the privileged class or were serfs, as important members of their households, women managed their families' daily needs."

Page(s) 36

NAME: _____
DATE: _____

Merchants, Markets, and Mud: Towns in the Middle Ages

Answer the following questions in complete sentences.

1. What were two positive things about life in a town in the Middle Ages?

Answers may vary, but may include: people could buy things easily;
there was a wider variety of jobs other than farming; more people
were wealthy; there was a middle class; there were banks and
universities.

Page(s) 28–33

2. What were two negative things about life in a town in the Middle Ages?

Answers may vary, but may include: crowded living conditions;
disease; no toilets; polluted water; fires.

Page(s) 28–33

NAME: _____
DATE: _____

Life During the Middle Ages

| Life on a Manor | Life in a Town |
|---|---|
| <ul style="list-style-type: none">• working in the fields• tending to crops and livestock• living in a small house• working from sunup to sundown• being controlled by the lord | <ul style="list-style-type: none">• opening shop at 6:00 a.m.• living in a house very close to others' houses• seeing a lot of activity every day• seeing rats and other animals roaming the streets• using chamber pots, which were emptied into the streets• experiencing frequent fires• buying and selling various goods made by different craftsmen• seeing universities develop because a banking system helped wealthy churches create them |

NAME: _____
DATE: _____

6.2 ACTIVITY PAGE

Making Adverbs With the Suffix -ly

- Draw a wiggly line under the verb.
- Then, change the adjective under the blank to an adverb by adding -ly.
- Write adv. above the adverb and draw an arrow from the adverb to the verb it describes. Then, answer the question after the sentence.

Example: The puppy whimpered quietly in pain on the way to the vet's office.

How did the puppy whimper? quietly
(quiet)

1. We waited eagerly for the day of the field trip to arrive.
(eager)

How did we wait? eagerly

2. The team cheered loudly when the winning goal was scored.
(loud)

How did the team cheer? loudly

3. I organized neatly my things when I cleaned out my desk.
(neat)

How did I organize my things? neatly

4. My mother taught us to speak politely to adults.
(polite)

How did my mother teach us to speak to adults? politely

5. The farmer spoke calmly to the scared horse.
(calm)

How did the farmer speak? calmly

For each adverb, write a sentence using the adverb. Remember, the adverb should describe the verb you choose to use in your sentence.

1. slowly

Answers may vary.

2. quickly

Answers may vary.

NAME: _____
DATE: _____

6.3 ACTIVITY PAGE

en-: Prefix Meaning "to make"

Write the correct word to complete each sentence. You may need to add -ed, -ing, or -s to make the word correctly fit in the sentence.

enable encircle endear enforce endanger entrust

1. I hope that our many ballet lessons will enable us to do well in the recital!
2. People entrusted knights with protecting the weak during the Middle Ages
3. There were lots of police cars along the highway this morning to enforce the seatbelt law.
4. You just can't get mad at puppies—their sweet little eyes and cute noses always endear them to anyone they meet.
5. Swimming during a thunderstorm can endanger your life because you could be struck by lightning.
6. The serfs' fields encircled their small houses.

Challenge: What do you think *enclose* means based on what you know about the prefix *en-* and the English root word *close*? Here is a sentence from the Reader that may help you:

Castle walls sometimes enclosed a series of small buildings, like a little town.

The word *enclose* means to contain or to close in.

NAME: _____
DATE: _____

6.5 TAKE-HOME

Practice Spelling Words

There were positive and negative things that happened during the Middle Ages. Using the word meanings provided with your spelling list, sort the spelling words into categories in the following chart. If the word relates to something positive, write it in the "Positive" column. If the word relates to something negative, write it in the "Negative" column.

transform retreat seize fatal thrive
surrender promote acquire establish unravel

| Positive | Negative |
|-----------|--|
| transform | retreat |
| thrive | seize (This word could go in either column.) |
| promote | fatal |
| acquire | surrender |
| establish | unravel |
| | |

List the spelling words in alphabetical order.

- 1. acquire
- 2. establish
- 3. fatal
- 4. promote
- 5. retreat
- 6. seize
- 7. surrender
- 8. thrive
- 9. transform
- 10. unravel

NAME: _____
DATE: _____

Excerpt from
“Merchants, Markets, and Mud: Towns in the Middle Ages”

Read this paragraph from “Merchants, Markets, and Mud: Towns in the Middle Ages.” Four verbs are underlined in these paragraphs. Write an adverb for each of these four verbs on the line provided. Draw an arrow to the verb each adverb describes.

It is raining again! You stand in a puddle on the edge of a narrow street. You have just entered town through one of two gates. The gates are the only ways in and out of this walled town. Inside the walls, tiny townhouses stand side-by-side. As you move through the crowd, you spot rats scurrying about, feeding on discarded trash. Nearby, you hear the varied cries of people selling fruits, vegetables, eggs, and pies. It is market day and people have set up their stalls in the town square.

As you make your way through the muddy streets, you hear the sound of church bells. They ring out to sound the hour and to call people to church.

You stand (answers may vary) in a puddle on the edge of a narrow street.

As you move (answers may vary) through the crowd, you spot rats.

As you make your way (answers may vary) through the muddy streets, you hear the sound of church bells.

They ring out (Answers may vary) to sound the hour and call people to church.

NAME: _____
DATE: _____

The Power of the Church

Answer the following question in complete sentences.

1. What are three ways the Church influenced the lives of people during the Middle Ages?

The Church influenced the lives of people by: having people pray often; attend church daily, especially Sundays and holy days; having shrines that Christians would go on pilgrimages to see; providing convents and monasteries for women and men to live and work to become nuns and monks; requiring all Christians to pay a tithe; producing books and preserving ancient writings.

Page(s) 40–43

NAME: _____
DATE: _____

Use Adjectives and Adverbs Correctly

Write with an adjective or an adverb, depending on whether the word being described is a noun or verb.

| | | | | | |
|--------|------------|--------|----------|---------|---------|
| soft | positive | fair | prompt | loose | exact |
| softly | positively | fairly | promptly | loosely | exactly |

1. The teacher used a ruler to find the adj. exact measurements of the shelf.
2. We tied our dog's leash adv. loosely to the tree outside the store while we ran inside.
3. “I would like you to arrive adv. promptly in the morning,” said the principal.
4. They love adj. fair weather days the best because they get to play soccer outdoors.
5. The man spoke adv. positively about his delightful lunch at the restaurant.
6. After a long day, she was glad to climb into her adj. soft bed and go to sleep.
7. Her hair was up in a adj. loose bun, with little pieces falling down here and there.
8. “Please speak adv. softly so you don't wake up the baby,” whispered my mother.

Challenge: Write the correct abbreviation above the word in the blank to show whether it is an adjective or adverb. Draw an arrow from each adjective to the noun it describes. Write the abbreviation above the word it describes to show whether it is a noun or a verb. Draw an arrow from each adverb to the verb it describes.

NAME: _____
DATE: _____

Prefix *en-*

Write the correct word to complete each sentence.

- The hikers hurried to find shelter, as the freezing temperatures and icy winds could endanger their lives.
(encircle, circle, endanger, danger)
- During the Middle Ages, the lord would enforce his control over serfs by demanding half of their harvest each year.
(enforce, force, encourage, courage)
- The king entrusted the knights to protect his kingdom.
(enabled, entrusted, endeared, endangered)
- The shopkeeper asked dear friends to help him paint the front door a new color.
(able, dear, endeared, enable)
- The pack of hungry wolves encircled their prey so that it would not escape.
(encircled, enabled, entrusted, enforced)
- The snow day enabled us to stay inside and finish our homework before the weekend.
(able, enabled, endangered, danger)

Read each word and its meaning. Then, add the prefix *en-* to the word. Determine the meaning of the new word and write a sentence using the new word.

- courage
Meaning: bravery
Add *en-*: encourage
New meaning: to support someone or something
Sentence: _____

Answers may vary.

- case
Meaning: a container or box for holding things
Add *en-*: encase
New meaning: To enclose or contain
Sentence: _____

Answers may vary.

NAME: _____
DATE: _____

About 20 years after the Battle of Hastings, William decided that he wanted to know how rich England was. He wanted to know how much money people had in order to determine what taxes he could collect. William ordered officials from different counties to ride out across the land to find out. Although these men did not visit every location, or record every piece of property, they did collect a lot of information. They sent the information to the king's clerks who recorded it in two books. These books later became known as *Great Domesday* and *Little Domesday*. Today we simply refer to these books as the *Domesday Book*.



Page from the Domesday Book

1066: The Battle that Changed History

Answer the following questions in complete sentences.

1. Why did the Battle of Hastings take place?
There was a dispute between William of Normandy and Harold of England about who was going to become king of England.

Page(s) 51

2. Who won the Battle of Hastings in 1066?
William of Normandy won the battle.

Page(s) 51

3. Provide two reasons that William and the Normans were able to conquer the English.
The Norman army was much larger, and the English soldiers were tired from marching 200 miles and having fought other invaders.

Page(s) 50, 53

NAME: _____
DATE: _____

1066: The Battle that Changed History

As you and your partner read Chapter 6, “1066: The Battle that Changed History,” answer the following questions.

1. On the following map, label England and France, and the town of Hastings in England. The region of Normandy in France is labeled for you.



2. Why is the date 1066 famous in European history?
A. It was the year in which the Middle Ages began.
B. It was the year in which William the Conqueror was born.
☒ C. It was the year in which William the Conqueror became king of England.
D. It was the year in which William the Conqueror died.

Page(s) 51

3. Who won the Battle of Hastings? What was another name for the Battle of Hastings?
William and the Normans; It was also called the Norman Conquest.

Page(s) 50, 53

4. Which side had more soldiers? Use quotations from the text to support your conclusion. How do you know?
The Normans: “The English soldiers, led by their king, Harold, stood at least 7,000 strong,” and “The Normans, who came from a region of France, had approximately 10,000 men.” Ten thousand is more than 7,000, so the Normans had more.

Page(s) 48, 49

5. Put these events in the order they happened in the text using the numbers 1–5, with 1 indicating what happened first.
5 The Norman knights were then able to overwhelm the English soldiers.
2 The Duke of Normandy sent his knights charging up the hill.
1 The English soldiers stood with their shields raised, creating a strong shield wall.
3 The English soldiers’ response forced the Norman knights to retreat.
4 The English soldiers broke the wall and pursued the fleeing knights.

Page(s) 49, 50

NAME: _____
DATE: _____

6. The text reads, “Without a strong defensive line, the Norman knights were able to overwhelm the English soldiers.” What clues in the text explain why the English soldiers did not have a strong defensive line?
A. “As more and more English soldiers left their positions on Senlac Hill, they encountered Norman knights on horseback.”
B. “The English shield wall now had gaps in it.”
C. “Seeing this, some English soldiers broke the wall and pursued the fleeing knights.”
☒ D. All of the above

Page(s) 50

7. What happened in Westminster Abbey on Christmas Day in 1066?
☒ A. William, Duke of Normandy, was crowned King William I of England.
B. There was a Christmas festival where they sang Christmas carols.
C. The Bayeux Tapestry was given as a gift to the people of England.
D. King William ordered everyone to report how much money and property they had.

Page(s) 51

8. What is the Bayeux Tapestry? How is it useful to historians today?

The Bayeux Tapestry is an embroidered cloth that tells the story of the Norman Conquest/Battle of Hastings. Much of what is known today about the Battle of Hastings is shown on this tapestry.

Page(s) 52

9. How did family members assist a young archer?

His older brother gave him his first longbow and arrows; his mother made his quiver; his father, grandfather, and uncle were all skillful archers, and they could train him.

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NAME: _____
DATE: _____

11.2 ACTIVITY PAGE

Subjects and Predicates

For each sentence, draw a vertical line separating the subject and predicate. Underline the entire subject. Draw a wiggly line under the entire predicate.

- The English soldiers faced a large, well-equipped Norman army.
- The Normans had approximately 10,000 men.
- London Bridge was the only way across the river into the city.
- A number of important English lords surrendered and vowed to be loyal to William.
- William, Duke of Normandy, became King William I of England.
- Skillful archers in your family help you train to be an archer, too.
- William invited many people from France to settle England.
- French and Old English blended together over time and became Middle English.
- Chaucer wrote The Canterbury Tales in Middle English.
- King Henry appointed Thomas Becket as archbishop of Canterbury.

NAME: _____
DATE: _____

11.3 TAKE-HOME

Root arch

Write the correct word to complete each sentence.

| | | | |
|----------|-----------|-----------|-----------|
| anarchy | hierarchy | archrival | matriarch |
| monarchy | patriarch | archduke | |

- Serfs were at the bottom of the hierarchy in the feudal system.
- My favorite football team plays its archrival twice a year and each game is very intense and emotional, with each team wanting to win very badly.
- The archduke is so powerful that all of the other dukes and nobles want to please him.
- Without a leader to guide the people, there was anarchy across the land.
- Our people are led by a matriarch; she is the wisest and bravest woman in our country.
- The king's oldest son will lead the monarchy when the king is gone.
- After my grandfather passed away, my father became the patriarch of our family.

Challenge: Based on what you know about the root arch, what do you think the word archenemy means?

It means one's main enemy.

NAME: _____
DATE: _____

Practice Spelling Words

Sort the spelling words into categories based on the prefix in each word.

| | | | | |
|-----------|------------|--------------|----------|---------|
| nonverbal | nonfiction | unrest | enclose | unusual |
| ensure | unable | enjoy | nonissue | nonstop |
| unlikely | unsettle | unsuccessful | nonsense | entrust |

| | | |
|------------|-------------|--------------|
| <i>en-</i> | <i>non-</i> | <i>un-</i> |
| enclose | nonverbal | unrest |
| enjoy | nonfiction | unusual |
| entrust | nonissue | unsuccessful |
| ensure | nonsense | unable |
| | nonstop | unlikely |
| | | unsettle |

List the spelling words in alphabetical order.

- enclose
- enjoy
- ensure
- entrust
- nonfiction
- nonissue
- nonsense
- nonstop
- nonverbal
- unable
- unlikely
- unrest
- unsettle
- unsuccessful
- unusual

NAME: _____
DATE: _____

Draft a Persuasive Paragraph

| Checklist: | Completed? |
|------------------------------------|------------|
| 1. State an opinion | |
| 2. Reason #1 to support opinion | |
| 3. Reason #2 to support opinion | |
| 4. Reason #3 to support opinion | |
| 5. Transitions included, as needed | |
| 6. Concluding sentence | |

Assess using the Persuasive Paragraph Rubric provided in Teacher Resources.

NAME: _____
DATE: _____

The Middle Ages

| Middle Ages Event or Development | One Impact of Event or Development |
|--------------------------------------|---|
| feudal system | uneven distribution of power and wealth |
| knights and castles | protection for some during a violent time |
| growth of towns and the middle class | many changes to the feudal system—power and wealth |
| Battle of Hastings | languages brought by Normans mixed with Old English, eventually leading to English we speak today |
| Magna Carta | ideas used by modern democracies, like the United States |
| weapons | changed how wars were fought |
| inventions | led to discovery, new knowledge |

Which impact from the chart affects us the most today? Why?

Answers may vary.

NAME: _____

DATE: _____

Practice Parts of Speech, Subjects, and Predicates

Draw a vertical line separating the subject and predicate. Underline the nouns. Draw a wiggly line under the verbs. Identify the adjectives and adverbs by writing abbreviations above them (adj. or adv.). Draw an arrow from the adjectives to the nouns they describe in one color, and from adverbs to the verbs they describe in another color.

1. The English used their skillful archers in battle.
2. Crusaders carried a flag with a red cross proudly.
3. They left the beautiful hills of their homeland.
4. Crusaders experienced hot and cold climates.
5. The terrible disease created a sense of terror.
6. The plague spread quickly due to infected fleas on rodents.
7. Nobles and serfs suffered equally as a result of the plague.
8. A large number of serfs rose bravely in protest.
9. The role of the lord changed slowly during the Middle Ages.
10. The lord's control of townspeople changed.

NAME: _____

DATE: _____

Root arch

Write the correct word to complete the sentence and write it on the line.

1. She worked day in and day out on the project because she wanted to get a better grade than her matriarch.
- (archrival, matriarch)
2. During the Middle Ages, the most powerful leader in the Church was the archbishop of Canterbury.
- (archbishop, bishop)
3. There was anarchy in the streets because the storm made the traffic lights go out; people were driving every which way.
- (anarchy, hierarchy)
4. The patriarch of the group never consulted with his advisors and instead made decisions on his own.
- (matriarch, patriarch)
5. Serfs were the lowest social class in the hierarchy of the feudal system.
- (monarchy, hierarchy)

For each word, write a sentence using the word.

6. monarchy

Answers may vary.

7. patriarch

Answers may vary.

Challenge: Based on what you know about the root arch, what does monarch mean?

the main, or most important, person in the community (such as a kingdom)

NAME: _____
DATE: _____

Practice Spelling Words

Write the correct spelling word to complete each sentence. Words will not be used more than once; some words will not be used. You may need to add suffixes, such as -s, -es, -ed, or -ing, to the words to complete the sentences.

| | | | | |
|--------------|----------|--------|----------|------------|
| nonverbal | nonstop | ensure | unsettle | unusual |
| unsuccessful | entrust | unable | nonsense | nonfiction |
| enclose | unlikely | unrest | nonissue | enjoy |

1. As the Romans became unable to defend their borders, Germanic tribes pushed farther to the west.
2. Noble children and adults in the Middle Ages enjoyed music and dancing when entertainers visited the castle.
3. King John attempted to defend England's land in France, but without his nobles' support, he was unsuccessful.
4. Castle walls enclosed a series of small buildings, like a little town.
5. *Knights, Castles, and Chivalry* is a nonfiction book filled with facts and information about the period in history called the Middle Ages.
6. When studying to be a craftsman, it was unlikely you would return home during your apprenticeship years.

7. As with all ladies-in-waiting, the purpose of your training was to ensure you eventually married a nobleman.
8. After the death of King William I, who had ruled with great strength, England experienced a period of turmoil and unrest.

Write sentences using spelling words of your choice that were not used in the first eight sentences. Be sure to use correct capitalization and punctuation.

1. Answers may vary.
2. Answers may vary.
3. Answers may vary.
4. Answers may vary.

NAME: _____
DATE: _____

Questions

1. In paragraph 5, the text says William the Conqueror had his soldiers build motte and bailey castles in the most rebellious regions of England. Why would William the Conqueror have these structures built in the most rebellious regions?
- Answers may vary, but may include: castles were for protection and William's soldiers needed protection in rebellious regions.

Use the following chart to compare and contrast motte and bailey castles with stone castles. Use information from the text to describe each feature of the structures.

| | Motte and Bailey Castle | Stone Castle |
|-------------------------------------|--------------------------------------|--|
| 2. Made from what material? | <u>wood</u> | <u>stone</u> |
| 3. Way into the castle? | <u>wooden steps or a ramp</u> | <u>drawbridge</u> |
| 4. Features surrounding the castle? | <u>high wooden wall, two ditches</u> | <u>several outer stone walls, moat</u> |
| 5. Why the castle was built? | <u>for protection, defense</u> | <u>for protection, defense</u> |

6. Select one castle characteristic from the chart and write a sentence that compares or contrasts the characteristic between the two types of castles.
- Answers may vary, but should include information about the same feature in both types of castles
7. At the end of the selection, the text says castles became impressive homes rather than defensive structures. Why was there a change in the way in which castles were used?
- A. Castles were a base from which to launch an attack.
- ☒ B. Castles could no longer provide enough protection to withstand an attack.
- C. Castles were built on nobles' new land.
- D. Castles could be accessed by steps or a drawbridge.
8. In paragraph 6, the author discusses how the new style of castle could withstand fire and siege weaponry. In paragraph 7, the author discusses the change in castles providing protection to withstand an attack. What is a synonym for *withstand*?
- A. prevent
- B. cause
- ☒ C. survive
- D. crumble

NAME: _____
DATE: _____

15.2
CONTINUED

ASSESSMENT

Harry's Life

- 1 My name is Harry. I live in a small thatched cottage with my two younger sisters, Mary and Margaret, and my parents. Lord Percy owns our home and the estate on which our home sits. My family and I work for Lord Percy, planting and tending to his crops, and taking care of his livestock. We own a pig, two cows, and several chickens. Our cows graze on land nearby. Our pig lives in a small pen close to our cottage. My sisters named our pig Chancellor in honor of the Lord Chancellor of England. The Lord Chancellor is rich and very powerful. My father said that our pig looks a little like the Lord Chancellor. However, my father spoke in a hushed tone when he uttered those words.
- 2 When we are not working for Lord Percy, my sisters and I have our own chores to do. We tend to our own crops, feed our livestock, and gather wood for the fire. My sisters are often busy weaving, sewing, and baking, while I learn carpentry skills from my father. Everyone looks after the garden that grows right outside our cottage. In the garden we grow herbs such as fennel, dill, rosemary, cloves, and lemon thyme. My mother uses the herbs for flavoring our food and for medicines. When I injured my eye carving a longbow, she used fennel to ease the wound. When the plague struck, my mother made clove tea, using cloves from our garden. We all survived and my mother said it was because of her tea. Other families were not so fortunate.
- 3 During the spring, summer, and autumn months, we are usually busy working on the land. We scatter the seeds, tend to the crops as they grow, and help to harvest them when they are ready. There is little time to play, but whenever we can, we do. We have lots of friends and we all like to race each other, play hide and seek, and climb trees.
- 4 My entire family lives and sleeps in one room. A fire fueled by wood warms our house. My mother and sisters cook stews and soups on the fire. Whenever we can, we eat meat such as rabbit and deer. My mother roasts the meat on a spit in front of the fire. It is my job to turn the spit. The smell of the meat cooking makes my mouth water. Our cows provide us with milk to drink. But we also churn the milk into cream and we make cheese, too. Our chickens Ann, Eleanor, Mabel, and Gertrude provide us with eggs.

- 5 Holy days are very special. We go to church and we celebrate, or we fast. Our church has beautiful stained-glass windows that show stories from the Bible. When the sun shines through the colorful stained glass, the colors of the rainbow light up the church. It is truly a wonderful sight.
- 6 My father says that seven generations of my family have worked for Lord Percy or his ancestors. In each generation in our family, there has been a boy named Harry. That's why my father calls me Harry the Seventh. I expect I will live here all my life, watching the seasons come and go. I am quite happy to do that. But sometimes I dream about becoming a knight and riding off to seek my fortune.

Questions

The following question has two parts. Answer Part A and then answer Part B.

9. **Part A:** In paragraph 5, Harry says the colors of the rainbow light up the church. What does he mean by this statement?

Answers may vary, but should include that the sun poured through the stained-glass windows, meaning the light appeared in the colors of the glass.

Part B: What information in the text helps to determine what the narrator means when he says the colors of the rainbow light up the church?

- A. Holy days are very special.
- ☒ B. The sun shines through the colorful stained glass.
- C. It is truly a wonderful sight.
- D. The stained-glass windows show stories from the Bible.

NAME: _____
DATE: _____

15.2
CONTINUED

ASSESSMENT

10. In paragraph 1, what do the following sentences mean about the power of the Lord Chancellor of England?

My father said that our pig looks a little like the Lord Chancellor. However, my father spoke in a hushed tone when he uttered those words.

- A. The Lord Chancellor is not powerful because Harry's father made fun of the Lord Chancellor by saying he looks like a pig.
- B. The Lord Chancellor is not powerful because Harry's father spoke in a hushed tone so he would not get in trouble for comparing the Lord Chancellor to a pig.
- ☒ C. The Lord Chancellor is powerful because Harry's father spoke in a hushed tone so he would not get in trouble for comparing the Lord Chancellor to a pig.
- D. The Lord Chancellor is powerful because Harry's father complimented the Lord Chancellor by saying he looks like a pig.
11. Fill in the following chart with information from the selection about the work Harry and his family do for Lord Percy and the chores Harry and his family do for themselves.

| Work for Lord Percy | Chores for the family |
|--------------------------|---------------------------|
| planting his crops | tending crops |
| tending his crops | feeding livestock |
| taking care of livestock | gathering wood |
| | weaving, sewing, baking, |
| | learning carpentry skills |
| | looking after the garden |
| | |

12. How are the chores Harry and his family do for Lord Percy similar to or different from the chores they do for themselves? Use information from the chart to support your answer.

Answers may vary; similarities: tending crops, taking care of livestock; differences: gathering wood, weaving, sewing, baking, learning carpentry skills, looking after the garden

13. In paragraph 2, Harry says that his family survived the plague and his mother said it was because of her clove tea. He then says, "Other families were not so fortunate." What does he mean that other families were not so fortunate?
- A. Other families did not have clove tea like Harry's family.
- B. Other families did not suffer from the plague either.
- C. Other families did not have a garden.
- ☒ D. Other families did not survive the plague.

NAME: _____
DATE: _____

15.2
CONTINUED

ASSESSMENT

14. **Writing Prompt:** Harry describes many aspects of his life. In your opinion, was Harry's life easy or difficult? Using information from the text, write a paragraph in which you provide an opinion about whether you think Harry's life was easy or difficult. Your audience includes classmates who have learned about the Middle Ages, including the feudal system. Be sure to use information from the selection to support your opinion. Write your paragraph in the space below.

Answers may vary.

Reading Comprehension total _____ of 27 points
To receive a point for a two-part question (i.e., 9) students must correctly answer both parts of the question.

Grammar

Write n. above the nouns in each sentence and adj. above the adjectives in each sentence. Then, draw an arrow from each adjective to the noun it describes.

15. New merchants created new jobs for town residents.
adj. n. adj. n. adj. n.
16. The Christian Church played an important role in the lives of many people.
adj. n. adj. n. n. adj. n.

Write a sentence using the verb and adverb provided.

17. verb: gathered adverb: quickly

Answers may vary, but should include gathered and quickly.

18. verb: speak adverb: quietly

Answers may vary, but should include speak and quietly.

Draw a line separating the subject from the predicate in each sentence. Underline the entire subject. Draw a wiggly line under the entire predicate.

19. English soldiers faced a well-equipped Norman army.
20. Magna Carta stated that the king must consult with others if he wanted to make new laws or raise taxes.

Grammar total _____ of 6 points

NAME: _____
DATE: _____

15.2
CONTINUED

ASSESSMENT

Morphology

The following question has two parts. Answer Part A and then answer Part B.

21. **Part A:** Which of the following words is a synonym for *uncommon*?

- ☒ A. rare
☐ B. similar
☐ C. alike
☐ D. usual

Part B: Which of the following words is an antonym for *uncommon*?

- ☐ A. rare
☐ B. similar
☐ C. alike
☒ D. usual

Write the correct word to complete the sentence.

22. The teacher gave us a(n) nonverbal [verbal, nonverbal, essential, nonessential] signal to stop talking by raising her hand above her head.
23. My grandfather had a builder enlarge his kitchen. What did the builder do to the kitchen?
☒ B. made it bigger
☐ A. made it smaller
☐ C. made it colorful
☐ D. made it tighter

24. Write a sentence using the word *endangered*. Be sure the sentence demonstrates the meaning of the word.

Answers may vary, but must include the word endangered and demonstrate its meaning.

The following question has two parts. Answer Part A and then answer Part B.

25. **Part A:** What does the root *arch* mean?

- ☐ A. large
☐ B. small
☒ C. main
☐ D. minor

Part B: What does the word *archenemy* mean?

- ☐ A. large enemy
☐ B. small enemy
☒ C. main enemy
☐ D. minor enemy

Morphology total _____ of 27 points
To receive a point for a two-part question (i.e., 21 and 25) students must correctly answer both parts of the question.

Unit Assessment total _____ of 25 points

NAME: _____
DATE: _____

PP.1 ASSESSMENT

Mid-Unit Content Assessment

1. In which of the following sentences is the word *loyal* used correctly?
- A. Lords were loyal to serfs in the Middle Ages.
 - B. In the Middle Ages, people built impressive, loyal cathedrals that took many years to build.
 - ☒ C. Serfs swore to be loyal to lords in the Middle Ages.
 - D. Because it was so expensive to become a knight in the Middle Ages, they usually were the sons of wealthy, loyal members of society.
2. Which of the following was NOT one of the events in Europe leading up to the Middle Ages?
- A. The Roman Empire became too big to be ruled by a single emperor, so it broke into two.
 - B. Charlemagne became a great leader and made many changes, including using land as payment to workers instead of money.
 - C. Germanic tribes invaded lands that had once been part of the Roman Empire.
 - ☒ D. Serfs took control of most of the land and gained great power and wealth.
3. Which of the statements below provides the best evidence for the following statement?
- Serfs were at the bottom of the social order and had the least amount of power.
- A. As a privileged child, you likely grew up to become a king or a queen, or a lord or a lady, yourself.
 - ☒ B. If serfs wanted to travel to a nearby town, they needed permission from the lord.
 - C. Usually, high-ranking nobles swore their loyalty to the king and lords swore their loyalty to the higher-ranking nobles.
 - D. If the lord needed to raise an army, he would require freemen on his estates to serve as foot soldiers.

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4. In the following passage, which member of medieval society is being described:

From an early age, you work a full day. You wake up just before sunrise and go to sleep when it is dark. For breakfast, you have rye bread and water, or perhaps watery ale. Even before the sun is fully risen, and regardless of the weather, you begin your work on the land.

- A. a lord
- B. a craftsman
- C. a noble
- ☒ D. a serf

Read each of the following statements and decide whether the statement describes life on a manor or life in a medieval town. Circle the word manor if it describes life on a manor; circle medieval town if it describes life in a medieval town.

| | | |
|---|--|--|
| 5. Serfs generally worked on the land from sunrise until sunset. | <input checked="" type="radio"/> manor | medieval town |
| 6. Many smaller houses made of wood and wood surrounded a castle or larger house. | <input checked="" type="radio"/> manor | medieval town |
| 7. On market day, one could hear cries of people selling fruits, vegetables, eggs, and pies. | manor | <input checked="" type="radio"/> medieval town |
| 8. Using a simple tool called a scythe, serfs harvested crops such as wheat, oats, rye, and barley. | <input checked="" type="radio"/> manor | medieval town |
| 9. A class of people called the middle class began to grow in importance. | manor | <input checked="" type="radio"/> medieval town |

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PP.1 CONTINUED ASSESSMENT

10. Which of the following would NOT expect to see in a medieval town?
- ☒ A. farmland divided into strips
 - B. muddy streets
 - C. craftsmen
 - D. rats scurrying about
11. The word *medieval* is used correctly in which of the following sentences?
- A. Serfs vowed to follow a medieval life.
 - ☒ B. The growth of towns is an important part of medieval Europe.
 - C. Castles were needed during the Middle Ages because society was so medieval.
 - D. When Charlemagne became ruler, he put in place a new system of government known as medieval.
12. What was the connection between trade and the growth of a middle class during the Middle Ages?
- A. As trade became less important, a middle class grew more important.
 - ☒ B. As trade became more important, a middle class grew more important.
 - C. As trade became less important, a middle class grew less important.
 - D. There was no connection between trade and the importance of a middle class.
13. In which of the following sentences is the word *emerge* used correctly?
- ☒ A. A beautiful rainbow emerged after the rainstorm.
 - B. During the thunderstorm, my dog always emerges under the bed.
 - C. As the sun grew stronger, the piles of snow emerged.
 - D. The frightened rabbit emerged into the hole in the tree.

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14. What was the purpose of guilds during the Middle Ages?
- A. They were meant to help the lords and serfs on the manor.
 - B. They were meant to help the Church build beautiful cathedrals.
 - C. They were meant to train knights.
 - ☒ D. They were meant to help craftsmen protect their businesses.

Mid-Unit Content Assessment total _____ of 14 points

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PP.2 ASSESSMENT

End-of-Unit Content Assessment

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** During the Middle Ages, who had more power: a serf or a lord?
- A. A serf had more power.
 - B. A lord had more power.**
 - C. They had an equal amount of power.
 - D. Neither serfs nor lords had any power in the Middle Ages.

Part B: Which statement provides the best evidence for the correct answer to Part 1?

- A. "Usually, high-ranking nobles swore their loyalty to the king and lords swore their loyalty to higher-ranking nobles."
- B. "Freemen were not under the same strict control of the lord."
- C. "When serfs wanted to marry, the lord had the right to approve or disapprove of the match."**
- D. "Serfs grew the food and tended to the livestock, or animals that fed the people."

Read each of the following statements and decide whether the statement describes life on a manor or life in a medieval town. Circle the word manor if it describes life on a manor; circle medieval town if it describes life in a medieval town.

| | | |
|---|--------------|----------------------|
| 2. Serfs generally worked on the land from sunrise until sunset. | manor | medieval town |
| 3. Many smaller houses made of wood and wood surrounded a castle or larger house. | manor | medieval town |
| 4. On market day, one could hear cries of people selling fruits, vegetables, eggs, and pies. | manor | medieval town |
| 5. Using a simple tool called a scythe, serfs harvested crops such as wheat, oats, rye, and barley. | manor | medieval town |
| 6. A class of people called the middle class began to grow in importance. | manor | medieval town |

7. Which of the following was NOT a part of the life of a monk during the Middle Ages?
- A. They controlled the lives of serfs working on a manor.**
 - B. They often copied writings from ancient Greeks and Romans to create new books to preserve this knowledge.
 - C. They vowed to dedicate their lives to God.
 - D. They spent a large part of each day in worship and prayer.
8. Why did the Battle of Hastings take place?
- A. It was one of the crusades to the Holy Land.
 - B. It was a battle between King John and the nobles because of Magna Carta.
 - C. It was a battle between the Church and King Henry II.
 - D. It was a battle to determine who would be the king of England—Harold or William.**
9. Which of the following statements about Magna Carta is NOT true?
- A. Magna Carta limited the king's power.
 - B. Magna Carta is considered one of the most important documents in English history.
 - C. King John happily accepted Magna Carta from the nobles.**
 - D. Many of the ideas from Magna Carta appear in the constitutions of modern democracies.

NAME: _____
DATE: _____

PP.2 ASSESSMENT
CONTINUED

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A:** Which of the following events from the Middle Ages was one of the reasons feudalism began to disappear?
- A. the Hundred Years' War
 - B. the invention of the printing press
 - C. the spread of the Black Plague
 - D. the growth of towns and cities**

Part B: Which of the following statements from the text provides the best support for the correct answer to Part A of this question?

- A. "This terrible disease created a sense of terror."
- B. "The ability to produce books, pamphlets, and newspapers helped to spread new knowledge and new ideas."
- C. "[The Hundred Years' War] began when one man claimed to be the true king of another land."
- D. "As more and more people moved from the countryside to seek employment elsewhere, the lord's role changed."**

11. What is the name of the system of government in which land and protection are exchanged for loyalty and services?
- A. fiefdom
 - B. medieval
 - C. feudalism**
 - D. chivalry

12. Place these medieval people in the correct order from highest to lowest power and influence, by numbering from 1–4, with 1 being the highest order:
- 3** Middle Class (including Merchants and Craftsmen)
 - 1** King
 - 4** Freemen and Serfs
 - 2** Nobles (including Lords) and Church Leaders
13. *Chivalry* refers to
- A. the relationship of a serf to the lord
 - B. a group of merchants who controlled the quality of goods sold, as well as wages and prices
 - C. the type of armor worn by knights in jousting matches
 - D. the code of rules about how knights should behave**
14. Cathedrals, pilgrimages, and illuminated manuscripts are all examples of
- A. tithes
 - B. the influence and power of nobles in the Middle Ages
 - C. the influence and power of the Church in the Middle Ages**
 - D. the influence and power of craftsmen in the Middle Ages
15. Mark the one statement that is not true about the Black Death in the Middle Ages.
- A. It was spread by rats.
 - B. It was a disease known as the plague.
 - C. It was common in medieval towns due to overcrowding and filthy living conditions.
 - D. It killed very few people, even though many became sick.**

NAME: _____
DATE: _____

PP.2
CONTINUED

ASSESSMENT

Match the item from the column on the left with the description on the right. Write the letter on the line.

- | | |
|-----------------------------------|--|
| <u>c</u> 16. Charlemagne | a. the woman who was queen of France and then England |
| <u>h</u> 17. Bayeux Tapestry | b. a list of who lived in England and how much they owed in taxes |
| <u>g</u> 18. Joan of Arc | c. the great French ruler who was crowned Roman emperor by the Pope |
| <u>e</u> 19. King Henry II | d. the French soldiers who attacked the English at the Battle of Hastings |
| <u>f</u> 20. The Huns | e. reformed the English legal system |
| <u>a</u> 21. Eleanor of Aquitaine | f. a tribe of barbarians who invaded the Roman empire |
| <u>b</u> 22. Domesday Book | g. the woman who led French soldiers in freeing the town of Orleans from the English |
| <u>d</u> 23. The Normans | h. a work of art that depicts the Battle of Hastings |

24. The word *emerged* is used correctly in which **two** of the following sentences?
- ☒ A. The beautiful butterfly emerged from the cocoon.
- ☐ B. The diver emerged into the water to collect the shiny object at the bottom of the pool.
- ☐ C. We emerged into the building to try to escape the sudden rainstorm.
- ☒ D. The sun emerged from behind the clouds, providing a warm, sunny day.
- ☐ E. As the weather got warmer, the snow emerged.
- ☐ F. The loud clap of thunder frightened Julian's dog, and he emerged under the sofa for protection.

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25. Which of the words in the following sentence provides the best clue as to the meaning of the word *pilgrim*?

Thomas Becket's tomb in Canterbury Cathedral became a holy shrine that many pilgrims visited during the Middle Ages.

- A. Thomas Becket's tomb
- B. Canterbury Cathedral
- ☒ C. holy shrine
- D. visited during the Middle Ages

End-of-Unit Content Assessment total _____ of 25 points

To receive a point for a two-part question, students must correctly answer both parts of the question.

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PP.3

ACTIVITY PAGE

Nouns and Adjectives

Write *n.* above the nouns and *adj.* above the adjectives. Draw an arrow from each adjective to the noun it describes.

Example: The ^{adj.}old, ^{adj.}yellow ^{n.}car ^{n.}sped ^{n.}down the ^{n.}street. (2 nouns; 2 adjectives)

1. The ^{n.}movie was playing at the ^{adj.}new ^{n.}theater in ^{n.}town. (3 nouns; 1 adjective)
2. Ariana completed the ^{adj.}long and ^{adj.}difficult ^{n.}race. (2 nouns; 2 adjectives)
3. Felipe sang the ^{adj.}beautiful ^{n.}song. (2 nouns; 1 adjective)
4. After the storm, the roads were covered with ^{adj.}wet, ^{adj.}heavy ^{n.}snow. (3 nouns; 2 adjectives)
5. The ^{adj.}sticky, ^{adj.}hot ^{n.}rolls were ^{adj.}delicious. (1 noun; 3 adjectives)
6. Andrea and Jazmin walked along the edge of the ^{adj.}cool, ^{adj.}blue ^{n.}water. (4 nouns; 2 adjectives)
7. The students took an ^{adj.}exciting ^{n.}trip to the ^{adj.}amazing ^{n.}museum. (3 nouns; 2 adjectives)
8. The students returned to school from the short break ^{adj.}happy and ^{adj.}rested. (3 nouns; 3 adjectives)
9. Alicia could not stop reading the ^{adj.}fascinating ^{n.}book! (2 nouns; 1 adjective)
10. Julian rode his bike across the ^{adj.}rough, ^{adj.}rocky ^{n.}gravel. (3 nouns; 2 adjectives)

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Write *n.* above the nouns and *adj.* above the adjectives. Without any hints about the number of nouns or adjectives in each sentence, draw an arrow from the adjective to the noun it describes.

Example: The ^{adj.}large ^{n.}ship easily navigated the ^{adj.}rough, ^{adj.}choppy ^{n.}ocean.

11. Miguel read his ^{adj.}favorite ^{n.}book to his ^{adj.}little ^{n.}sister.
12. The ^{adj.}old, ^{adj.}damaged ^{n.}bike could not be repaired.
13. Sallie skipped across the ^{adj.}cool, ^{adj.}wet ^{n.}grass.
14. After the ^{adj.}violent ^{n.}thunderstorm, a ^{adj.}beautiful ^{n.}rainbow appeared in the ^{adj.}clear, ^{adj.}blue ^{n.}sky.
15. The ^{adj.}huge ^{n.}elephant lumbered across the ^{adj.}dry ^{n.}grassland.

Create a sentence using the given adjective/noun pair.

16. fast runners

Answers may vary.

17. windy night

Answers may vary.

18. sturdy desk

Answers may vary.

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DATE: _____

PP.4
ACTIVITY PAGE

Adverbs and Adjectives

- Draw a wiggly line under the verb.
- Then, change the adjective under the blank to an adverb by adding -ly.
- Write adv. above the adverb and draw an arrow from the adverb to the verb it describes. Then, answer the question after the sentence.

Example: The honey bee darted quickly from one flower to another.

How did the honey bee dart? quickly
1. The phone rang loudly early one morning.

How did the phone ring? loudly
2. Carlos waited patiently for his trip to the zoo.

How did Carlos wait? patiently
3. Ms. Anderson carried the hot, steaming soup to the table carefully.

How did Ms. Anderson carry the soup? carefully
4. Miranda showed the picture to her mother proudly.

How did Miranda show her mother the picture? proudly
5. The kitten purred softly while Jamie held it on his lap.

How did the kitten purr? softly

Write a sentence using each adverb. Remember, the adverb should describe the verb you choose to use in your sentence.

1. gently
Answers may vary.
2. softly
Answers may vary.

Fill in the blank with an adjective or an adverb, depending on whether the word being described is a noun or verb.

| | | | | | |
|--------|--------|--------|---------|---------|---------|
| soft | loud | fair | quick | loose | exact |
| softly | loudly | fairly | quickly | loosely | exactly |

1. When baking a cake it is best to use the exact measurements given in the recipe.
2. Andre ran down the street quickly after the escaping puppy.
3. Mrs. Esposito wrapped the baby in a soft blanket.
4. The loud fire alarm alerted everyone to leave the building.

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PP.4
CONTINUED
ACTIVITY PAGE

5. When Tai tried on her older sister's sweater, it hung loosely off her shoulders.
6. The referee made sure everyone played the game fairly.
7. Jim knew that his loose tooth would fall out someday soon.
8. The teacher reminded the students not to talk too loudly in the library.

NAME: _____
DATE: _____

PP.5
ACTIVITY PAGE

Subjects, Predicates, and Parts of Speech

For each sentence, draw a vertical line separating the subject and predicate. Underline the entire subject. Draw a wiggly line under the entire predicate.

Example: The tiny kitten | slept peacefully in the sun.

1. The marching band | played during the half-time show.
2. The tired puppy | slept in the cozy bed.
3. William | played basketball with his friends.
4. Zhu and her sister | gobbled up the fresh tomatoes from the garden.
5. The sleepy town | came to life when the president came to visit.
6. Talented artists | displayed their sculptures in the park.
7. Many tourists | visit our nation's capital every year.
8. Huan studied | for the spelling test.
9. The snow | melted quickly in the warm sunshine.
10. The train | sped down the track.

Draw a vertical line separating the subject and predicate. Underline the nouns. Draw a wiggly line under the verbs. Identify the adjectives and adverbs by writing abbreviations above them (adj. or adv.). Draw an arrow from the adjectives to the nouns they describe in one color, and from adverbs to the verbs they describe in another color.

- Example: The happy children cheered loudly for the silly clown.
1. The delicious cake baked quickly in the hot oven.
2. The tiny spider spun a beautiful, delicate web carefully.
3. Jacquin volunteered bravely for his team.
4. The graceful dancers moved effortlessly to the beautiful music.
5. The skillful veterinarian treated the injured cat.

NAME: _____
DATE: _____

PP.6
ACTIVITY PAGE

un- and non-: Prefixes Meaning “not”

Write the correct word to complete each sentence.

| | | | |
|---------|--------|---------|--------|
| unusual | untied | unclear | unable |
| usual | tied | clear | able |

1. The flower growing in Mr. Baker’s garden is very unusual; I’ve never seen one like it before.
2. Many people came to clean-up day at the park, so we were able to pick up the trash in just a few hours.
3. Marissa tripped during the race because her shoelace became untied.
4. There was so much snow on the roads that we were unable to drive to school.
5. Our teacher told us to ask questions if any of the reading was unclear.
6. The directions for making the cake were clear and easy to follow, so Elias was able to bake it himself.
7. Christopher tied the newspapers with string before putting them out for recycling.

8. Write a sentence using the one word left in the box.

Answers may vary.

Challenge: Write a sentence using one of your own *un-* and *non-* words.

Answers may vary.

NAME: _____
DATE: _____

PP.7
ACTIVITY PAGE

en-: Prefix Meaning “to make”

Write the correct word to complete each sentence. You may need to add -ed, -ing, or -s to make the word correctly fit in the sentence.

| | | | | |
|---------|----------|----------|---------|----------|
| enclose | endanger | envision | enlarge | entangle |
|---------|----------|----------|---------|----------|

1. The balloon became enlarged when it was filled with helium.
2. A quick-moving avalanche of snow can endanger the lives of anyone in its path.
3. When the two puppies on leashes ran around one another, their leashes became entangled.
4. The author’s words painted a clear picture of a jousting tournament; I could almost envision myself cheering on the knights!
5. My father built a fence to enclose our yard so our dog wouldn’t run away.

Challenge: What do you think *entrusted* means based on what you know about the prefix *en-* and the English root word *trusted*?

to place belief in someone to do something

NAME: _____
DATE: _____

PP.8
ACTIVITY PAGE

Root *arch*

Write the correct word to complete each sentence.

hierarchy archrival anarchy monarchy patriarch archbishop

- 1. In a monarchy, the king makes the rules.
- 2. In the feudal system, the king was at the top of the hierarchy.
- 3. Marianna trained every day for the big race because she wanted to beat Alison, her archrival.
- 4. The patriarch of the family is usually the oldest man in the group.
- 5. The most important bishop of Canterbury is known as the archbishop.
- 6. Without a leader to guide the people, there was anarchy across the land.

Challenge: Based on what you know about the root *arch*, what do you think the word *archenemy* means?
one's main enemy

NAME: _____
DATE: _____

E1.1
ACTIVITY PAGE

The Canterbury Tales: Selection 1

Read the enrichment selection and answer the following questions in complete sentences.

- 1. What were two reasons most people heard, rather than read, Chaucer's poems?
Most people at the time could not read.
- 2. In the Prologue to *The Canterbury Tales*, who is narrating the story? What line(s) from the text provide the best answer to this question?
It is narrated by someone going on a pilgrimage.
- 3. How many people are traveling on this pilgrimage with the narrator, and who is the first person the narrator will tell about?
There are 29 people traveling with the narrator. The first person introduced is a knight.

- 4. Select three lines from the modern-day English poem on the left and the same three lines from the Middle English version on the right. Compare the wording of both versions, and point out any similarities between specific words.

Answers may vary.

NAME: _____
DATE: _____

E2.1
ACTIVITY PAGE

The Canterbury Tales: Selection 2

Read the enrichment selection and answer the following questions in complete sentences.

- 1. What is chivalry? What lines from the text support the author's statement that the knight in the poem "loved chivalry"?
It is the code that knights tried to live by. "And truth, and honor, and largesse, and courtesy. And valiant was he in his sovereign's war."
"He never once used coarseness in his speech." "He was true and perfect noble knight."
- 2. In this poem, Chaucer introduces both a knight and his son, a squire. Compare the descriptions of these two characters.
Answers may vary, but should include: the son's clothing was newer and more elaborate than the knight's; the son had curly hair and was of medium height.

3. Select three lines from the modern-day English poem on the left and the same three lines from the Middle English version on the right. Compare the wording of both versions, and point out any similarities between specific words.

Answers may vary.

[illegible]



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The Middle Ages
Teacher Guide

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